This Survey is Authorized by Title 29 USC 2
OMB: 1220-0109
EXPIRES: 12/31/2002

NATIONAL LONGITUDINAL SURVEY OF YOUTH/1979 COHORT

CHILD SUPPLEMENT

FOR NLSY79 FEMALE RESPONDENT'S OWN CHILDREN LIVING IN HOUSEHOLD

AGES 0 - 14

2002

ROUND TWENTY

NLSY79 2002 Survey

User version of the NLSY79 2002 Child Supplement that was administered as a CAPI instrument in the field.

January 2004

Prepared by the Center for Human Resource Research at The Ohio State University under a contract with the U.S. Department of Labor, Bureau of Labor Statistics, with funds provided by the National Institute of Child Health and Human Development.

2002 NLSY79 CHILD SUPPLEMENT

Table of Contents

Introduction ..... *i*

Preliminaries 1

Health, Height, & Weight 13

Assessments 23

Schooling – Child Report 61

Work for Pay & Religion 75

Evaluation of Test Conditions 79

Home Observations 89

Interviewer Remarks 98

Appendix A: HOME Observations 111

- Graphic Display of Child Assessments 113
- What I Am Like 115
- Memory for Digit Span 119
- PIAT Math 123
- PIAT Reading Recognition 129
- PIAT Reading Comprehension 133
- Peabody Picture Vocabulary Test (PPVT-R) 137

Appendix C 149

- Child CAPI Sample Assessment Screens 151

Introduction

This document describes the content of the 2002 Child Supplement to the National Longitudinal Survey of Youth/1979 Cohort. This data collection instrument, designed to obtain information about the biological children of the female NLSY79 respondents, was administered as a computer-assisted interview. Although some cases were done over the telephone, the dominant interview mode was in-person; thus the term CAPI (computer-assisted personal interview) is used to refer to the data collection technology. From 1986-1992, this supplement was administered using paper and pencil (PAPI) methods, and researchers could determine the interview content by examining the printed questionnaire and other interviewing materials.

The aim here is to reproduce the content of the CAPI interview in a clear, complete, and compact format. With this in mind, this CAPI questionnaire has been formatted as similarly as possible to a conventional questionnaire, but it also includes additional information that enhances the usefulness of the questionnaire for data users. The resulting document summarizes the "conversation" between the interviewer and respondent. The term "conversation" is chosen to emphasize the difference between the questionnaire and the codebook. The codebook contains the data released as a result of the interview, but some information collected during the interview is not present in the codebook. For example, the questionnaire includes questions for which the responses might somehow identify the respondent. Such items are not released, so the related questions are not present in the codebook. Conversely, the codebook contains some information not directly collected in the interview. For example, while created variables are documented in the codebook, there is no reference to them in the questionnaire as they are not part of the interaction between interviewer and respondent.

In order to simplify the questionnaire and the public use data file, a number of time variables, from which elapsed time can be calculated (time stamps), have been omitted. Elapsed time may be very useful for a variety of methodological studies. Users interested in these data are encouraged to contact NLS User Services at CHRR for additional information.

To aid researchers in using the questionnaire, this introduction provides information on several topics. First, typical question records are described and key terms such as "Question Name," "Distribution Code Block," and "Lead in Questions" are defined. This section explains how to follow the flow of the interview through the questionnaire. Second, instrument compression techniques used to produce a compact questionnaire are discussed and elsewhere noted where appropriate. Finally, an overview on how the CAPI child assessments are presented in this questionnaire is included.

Question Records

Question records are the building blocks of the CAPI questionnaire, with various types of records performing different data collection and/or manipulation functions. Loosely grouped, CAPI question records will either: (a) provide administrative information that assists the interviewer or provides an introduction to the next question; (b) provide question text and control for data entry of the response; or (c) perform internal operations and calculations to guide the interview and maintain the internal data storage during the interview. Question records essential to understanding either the content of the survey or the flow of respondents through the interview appear within the Child Supplement questionnaire.

The Child CAPI questionnaire contains some elements found in the NLSY79 Child/Young Adult data set codebook. For example, skip patterns are included in each question block. However, many of the elements not essential to understanding the conversational flow of the interview have been removed from the questionnaire, making each question block less cluttered and easier to read. In particular, automated functions transparent to the interviewer, but crucial to understanding the flow of the questionnaire, have been "translated" into a text format that captures the gist of the computer instruction code.

Figure 1 shows the format of a typical question record as used in this document; the various information fields are then explained in the following paragraphs.

Figure 1. CAPI Question Record

QUESTION NAME

In the Question Text block, conventional text indicates what the interviewer reads aloud to a respondent.

AN INSTRUCTION OR COMMENT TO THE INTERVIEWER IS CAPITALIZED.

AUTOMATED CAPI OPERATIONS SUCH AS TEXT FILLS (ChildName, he/she), AND SKIPS OR BRANCHES (GO TO HLTH-99) ARE ALSO CAPITALIZED.

(CODING INSTRUCTIONS TO THE INTERVIEWER APPEAR HERE)

K_1 response/answer choice 1 *(GO TO HLTH-98)*
K_2 response/answer choice 2
K_3 response/answer choice 3 *(GO TO HLTH-99A1)*
.
.
.
K_n distribution code block text

(NUMERIC EVALUATIONS AND SKIPS MAY APPEAR HERE)

Default Next Question:
Lead In(s):

Question Name

Question names are the unique identifiers assigned to identical questions across CAPI survey years. They replace the deck-and-column numbering system used in previous survey rounds. Subsequent CAPI surveys that field this question will use the same question name to help identify comparable questions across years.

Question names provide several items of information. The question name generally indicates the section of the instrument from which each question was derived—e.g., question names beginning with SCHL come from the section of the Child Supplement questionnaire regarding the child's schooling. The HLTH series designates the child health questions. Additionally, the question name indicates the order in which the question was administered within each section.

Embedded in some question names is an indicator that the question was part of a "looped" or repeated series. For example, the "**.01**" in question HLTH-6C.01 indicates it is the first iteration of a question asking about accidents or injuries that a child may have had; HLTH-6C.02 is the second iteration of the same question, but for the next most recent accident or injury; HLTH-6C.03 is the third most recent accident, and so on. *For the sake of brevity, only the first question of a looped series is shown in the questionnaire.* All replications of a looped question variable that contain data *are* included in the codebook.

Question Text

The "Question Text" field contains the text of the question that the interviewer asked the respondent or other information used to direct the flow of the interview. Machine instructions often appear in text read by the interviewer. For example, the name of the child being interviewed is stored in a variable, or save array, called [*Child Name*] for use during the interview. Each time a question refers to the child by name, the computer automatically inserts the name of the child into the question. The interviewer never actually sees the text "[*Child Name*] on the screen, only the child's actual name. Some CAPI text fills are similar to those used in the PAPI interviews, such as [*he/she*] to handle gender fills. The following types of text may appear:

Question Text:	Text that is read aloud to the respondent--question or information-- appears in a conventional mixture of upper and lowercase letters.
AUTOMATION:	If a question record contains a machine instruction that is executed automatically, text representing that instruction is capitalized. Upper case indicates a machine instruction that is important to skip logic, but is not seen by the interviewer. To reiterate, only a reduced form of the machine instructions is printed in lieu of computer code in this document.
INTERVIEWER COMMENTS	Text in all uppercase is either an instruction to the interviewer or a clarifying comment for data-users. NORC interviewers do not see these items.

Distribution Code Block

When a question requires the choice of one or more items from a predefined list, that list, or distribution code block, is shown in the question block. Each item in the distribution code block has three components:

Code:	The numeric code associated with each possible response is listed first (shown in Figure 1 as $\mathbf{K_{1...n}}$). All data in the NLSY79 public use data files are numeric, so each possible item that could be selected is associated with an integer.
Text:	Next is the item text or description associated with the numeric code, such as "Yes" or "No" or "Very Satisfied".
Skip:	When the selection of a specific response determines which question will be asked next, a *(GO TO Question)* notation follows the text of the response set.

Some questions collect numeric data (hours, weeks, dollar amounts, etc.) or verbatim text. In these cases, spaces or blank lines appear indicating where digits or lines of text were to be entered. Whenever the next question to be asked depends upon an entered numeric value falling in some range, the corresponding evaluation and machine instructions are shown.

Lead-ins

When using PAPI questionnaires, researchers needed to study the instrument in detail to determine under what circumstances a particular question was asked. The CAPI questionnaire simplifies this process somewhat by including a “Lead in(s)” fields in the question block. This field lists the questions that lead into each particular item.

Examples:

CS-99 [Default]	This means that the default path from question CS-99 lead to the current question, but there may be conditions under which a different path would be taken.
CS-99 [1:4]	This means that whenever the response category for question CS-99 takes on the values one to four (inclusive), the next question will be the current question record. If the response to CS-99 is some other value, the respondent may next be asked a different question.
CS-99	When the lead in question is shown without a qualifier such as [Default], or [1:4], this is a sign that records not essential to understanding the flow of the instrument have been suppressed. In such cases, if the user refers back to the lead in question, this earlier question will clarify the flow of the interview.

By tracing the skip pattern backward, one may determine the universe of respondents asked a given question. This universe information is a new feature not present in the documentation for paper and pencil interviews.

Default Next Question

This field specifies the question to be asked next unless another skip specification in the distribution code block applies. If "Default Next Question" is omitted from the question record, the next question in the questionnaire is the default.

Save Symbols

The term "Save Symbol" indicates a piece of information that is stored for later use by the CAPI instrument. The information is stored in a save array and referenced by its save array name, or *symbol*, in CAPI questions and machine instructions. The information stored in save arrays is used:

a) as part of the text of a survey question (e.g., the child's first name is automatically inserted into question text wherever the symbol [Child First Name] is referenced).

b) to govern paths through the questionnaire by comparing the stored information with some other information or condition. Branching is based on whether the comparison condition—or which of several conditions—is evaluated as true or false.

c) as part of a computation that creates new information, stored for later use in the instrument.

Hard and Soft Limits

Hard or soft limits may be applied for any numeric entry question, typically those items asking "How much…", or "How many…". "HardMax" and "HardMin" values indicate the absolute upper and lower limits to numeric entries that are accepted for these questions. The CAPI instrument will not accept an answer input that is outside of these limits, and prompts the interviewer to enter a valid numeric response. "SoftMax" and "SoftMin" fields indicate thresholds beyond which entries are deemed *unusual* for that question. When a numeric entry is outside a soft limit, a prompt appears on-screen indicating that the value entered is rather unusual for that question. Interviewers then have the choice to enter a different value, or retain the current value as correct. Hard and soft limits may also be declared dynamically, referencing values in a save array. In such cases, the referenced symbol appears in lieu of a number.

Instrument Compression

In order to provide a more compact questionnaire, two types of records have been dropped. The following do not appear within this questionnaire: (1) iterations of "looped" questions or repetitive series, and (2) question records that perform internal operations not necessary for understanding the conversational flow of the survey.

First repetitions of questions that are asked multiple times are not included. Users can readily identify such repeated "loop" question series beginning and ending with items named LOOP-BEGIN and LOOP-END respectively. Although repetitions are not printed in the questionnaire, they do appear in the codebook and have names that end in ".01" to indicate the first iteration, ".02" to indicate the second iteration, etc. Questions that have been dropped because they are replications will, occasionally, appear in lists of lead-in questions or branching instructions. Unless noted in the questionnaire, the number of iterations of a looped question or series was not limited.

Graphic Display of Child Assessments

With the exception of information added to help understand the flow of the instrument, the question records in this document present what interviewers saw on the computer screen during most of the Child Supplement CAPI interview. Capturing the flow of the child assessments included in the interview, however, presents somewhat more of a challenge. The PIAT and PPVT assessments in particular rely on visual media (such as flip charts) as part of the assessment. The Child Supplement CAPI instrument presents such graphics to the interviewer. A question-by-question graphical presentation, accompanied by appropriate skip instructions, would be more true to the interviewers' experience, but voluminous. Thus, much of the more compact, original PAPI format of the child assessment sections has been retained in Appendix B of this document. A sample of typical screens from each assessment is included in Appendix C. Text conventions used throughout the rest of the questionnaire are used in the assessment section wherever possible. Please note: children are still shown the official item plates for the PIAT and PPVT assessments and do not view the laptop screens seen by the interviewer.

Changes in the Child CAPI Supplement

Mother Report. The mother-report assessment items for children under age 4 that were moved from the Mother Supplement to the Child CAPI instrument in 2000 are now back in the Mother Supplement. In 2002 the Mother Supplement also became a CAPI questionnaire, administered on laptop. Thus, in 2002 the HOME, How My Child Usually Acts (Temperament), Motor and Social Development, and the Behavior Problems Index appear in the Mother CAPI Supplement for all children.

Child Background. In 2002 virtually all the child background questions directed to the mother have been moved to the Mother Supplement. The only items left in the “Preliminaries” section of the CS are age and grade verification and consent to assess.

Child Schooling. Questions about the child’s most recent classroom experiences and homework are now directed to children age 8 and older.

Work for Pay & Religion. Questions about jobs and religious affiliation that were in the Child Self-Administered Supplement (CSAS) for children 10-14 were moved to the Child Supplement and are administered to the child by the interviewer.

Other Documentation

Two additional instruments are used in the NLSY79 Child survey: (1) the *Mother Supplement*, containing maternal reports on the home environment, behavior problems, and child temperament, and (2) the *Child Self-Administered Supplement* (CSAS) for children 10 and over. These supplements are available at the BLS NLS website (http://www.bls.gov/nls/nlsy79ch.htm). Users interested in interviews with the children age 15 or over (the NLSY79 Young Adults) should consult the 2002 *Young Adult CAPI Questionnaire*.

Information about the NLSY79 Child and Young Adult data or additional documentation is available from: http://www.bls.gov/nls/nlsy79ch.htm or

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NLS User Services welcomes comments about the content and suggestions for improving the format of this document.

Preliminaries

Q-START

NATIONAL LONGITUDINAL SURVEY OF YOUTH
CHILD SUPPLEMENT
ENGLISH
VERSION: R20CS2002.06.03

Default Next: CS-CONFIRM-CASE

CS-CONFIRM-CASE

INTERVIEWER: THIS INSTRUMENT IS DATE SENSITIVE -- PLEASE DO NOT PROCEED BEYOND THIS POINT UNLESS YOU ARE READY TO CONDUCT THE INTERVIEW.
YOU HAVE OPENED THE CASE SHOWN BELOW.
IF YOU ARE READY TO COMPLETE THE INSTRUMENT, PRESS <ENTER> TO PROCEED. OTHERWISE, PRESS <F10> TO EXIT NOW.
UPDATES TO DATE OF BIRTH MAY BE MADE LATER IN THE INSTRUMENT.
CASE ID: [CHILD ID] NAME: [Child Full Name]
DATE OF BIRTH: [CHILD DOB]

Default Next: CS-CONF-SYSDATE
Lead-In: Q-START [Default]

CS-CONF-SYSDATE

INTERVIEWER: THE LAPTOP SYSTEM DATE IS SET TO
[SYSTEM DATE STAMP], [SYSTEM TIME STAMP]
IS THIS CORRECT?

1 YES ...(Go To CS-PRELIM)
0 NO

Default Next: CS-SYSDATE-RESET
Lead-In: CS-CONFIRM-CASE [Default]

CS-SYSDATE-RESET

INTERVIEWER: YOU INDICATED THE COMPUTER DATE INFORMATION IS INCORRECT. PLEASE EXIT THE INSTRUMENT, RESET THE SYSTEM DATE AND TIME, AND RESTART THE CASE.

Default Next: CS-PRELIM
Lead-In: CS-CONF-SYSDATE [Default]

CS-PRELIM

**** PRELIMINARIES ****

Default Next: CS-CKNAME
Lead-In: CS-CONF-SYSDATE [1:1], CS-SYSDATE-RESET [Default]

CS-CKNAME

EMPTY([Child First Name])

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-ENTERNAME

Default Next: CS-CKDOB1A
Lead-In: CS-PRELIM [Default]

CS-ENTERNAME

INTERVIEWER: ENTER CHILD'S FIRST NAME:

Enter Answer:

Default Next: CS-CKDOB1A
Lead-In: CS-CKNAME [1:1]

CS-CKDOB1A

ISCOMPLETE ([CHILD DOB])
COMMENT: CHECK BIRTHDATE TO SEE IF IT HAS DON'T KNOW OR REFUSAL

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-INTRO-AGECK

Default Next: CS-ENTR-DOB
Lead-In: CS-CKNAME [Default], CS-ENTERNAME [Default]

CS-INTRO-AGECK

([CHILD AGE (YEARS)] < 3) OR (([CHILD AGE (YEARS)] = 3) AND ([MONTHS REMAINDER OF AGE] < 11)) OR (([CHILD AGE (YEARS)] = 3) AND ([MONTHS REMAINDER OF AGE] = 11) AND ([DAYS REMAINDER OF AGE] <= 15))

COMMENT: CHECK IF CHILD IS LESS THAN ASSESSMENT AGE PPVT 4 YRS. IF SO, GO TO INTRO 1A, THEN INTRO 1B - NO MENTION OF INTERVIEWING CHILD. CHILDREN OF ASSESSMENT AGE PPVT 4 YRS OR OLDER GET INTRO 2A, THEN INTRO 2B

1 Yes/Condition applies
0 No/Condition does not apply
If Answer = 1 Then GoTo CS-INTRO-1A

Default Next: CS-INTRO-2A
Lead-In: CS-CKDOB1A [1:1]

CS-INTRO-1A

In the past years, NLS has gathered information about the work, education, and family life of your generation. Since you have children of your own, and because they are your children, they are important people to us. The purpose of this study is to better understand how children learn and develop.

The U.S. Department of Labor and the National Institute of Child Health and Human Development sponsor this study of the children of the NLS respondents. For each child who participates, you will receive $10 in appreciation for the time spent answering the questionnaire.

Default Next: CS-INTRO-1B
Lead-In: CS-INTRO-AGECK [1:1]

CS-INTRO-1B

We would like to ask you some questions about [Child Full Name].

Default Next: CS-AGE-VRFY1
Lead-In: CS-INTRO-1A [Default]

CS-INTRO-2A

In the past years, NLS has gathered information about the work, education, and family life of your generation. Since you have children of your own, and because they are your children, they are important people to us. The purpose of this study is to better understand how children learn and develop.

The U.S. Department of Labor and the National Institute of Child Health and Human Development sponsor this study of the children of the NLS respondents. For each child who participates, you will receive $10 in appreciation for the time spent answering the questionnaire. Some parts of the questionnaire are asked of the mother and other parts are completed with the child.

Default Next: CS-INTRO-2B
Lead-In: CS-INTRO-AGECK [Default]

CS-INTRO-2B

We would first like to ask you some questions about [Child Full Name] and then interview [him/her].

(READ IF PERSONAL INTERVIEW: In order to assure that [Child First Name]'s answers are [his/her] best, we need to conduct the interview in a quiet atmosphere with as little noise and as few distractions as possible.)

Default Next: CS-AGE-VRFY1
Lead-In: CS-INTRO-2A [Default]

CS-AGE-VRFY1

(VERIFY CHILD'S AGE WITH MOTHER:) [Child First Name] is [CHILD AGE (YEARS)] years and [MONTHS REMAINDER OF AGE] months. Is that correct?

1 Yes ...(Go To CS-INT-MODE)
0 No

Default Next: CS-ENTR-DOB
Lead-In: CS-INTRO-1B [Default], CS-INTRO-2B [Default]

CS-ENTR-DOB

INTERVIEWER: ENTER CORRECT BIRTH DATE FOR [Child First Name].

Enter Date: [ ] [ ] [ ]
Month Day Year

Default Next: CS-CKDOB2
Lead-In: CS-AGE-VRFY1 [Default], CS-CKDOB1A [Default]

CS-CKDOB2

ISCOMPLETE ([CHILD DOB])
COMMENT: CHECK BIRTHDATE TO SEE IF IT HAS DON'T KNOW OR REFUSAL

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-AGE-VRFY2

Default Next: CS-CKDOB2A
Lead-In: CS-ENTR-DOB [Default]

CS-CKDOB2A

ISCOMPLETE ([CHILD DOB])
COMMENT: CHECK BIRTHDATE TO SEE IF IT HAS DON'T KNOW OR REFUSAL ONE LAST TIME. IF SO, GET AGE NUMERICALLY.

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-AGE-VRFY2

Default Next: CS-FILLYRS
Lead-In: CS-CKDOB2 [Default]

CS-AGE-VRFY2

(VERIFY CHILD'S AGE WITH MOTHER:) [Child First Name] is [CHILD AGE (YEARS)] years and [MONTHS REMAINDER OF AGE] months. Is that correct?
(INTERVIEWER: IF CHILD'S AGE IS STILL INCORRECT, PRESS THE <PAGE-UP> KEY TO RETURN TO THE PREVIOUS QUESTION AND ENTER THE CORRECT BIRTH DATE.)

Default Next: CS-INT-MODE
Lead-In: CS-CKDOB2 [1:1], CS-CKDOB2A [1:1]

CS-FILLYRS

How old was [Child First Name] on [his/her] last birthday?
(INTERVIEWER: ENTER YEARS. CODE 00=LESS THAN ONE YEAR. MONTHS APPEAR ON NEXT SCREEN.)

Enter Answer: ☐
If Answer >= -2 AND Answer <= -1 Then GoTo CS-FILLEXIT

Default Next: CS-FILLMOS
Lead-In: CS-CKDOB2A [Default]

CS-FILLMOS

(How many months has it been since [Child First Name] was born/since [Child First Name]'s last birthday?)
INTERVIEWER: ENTER MONTHS PORTION OF AGE (IN YEARS AND MONTHS).

Enter Answer: ☐
If Answer >= -2 AND Answer <= -1 Then GoTo CS-INTRO2-AGECK

Default Next: CS-INTRO2-AGECK
Lead-In: CS-FILLYRS [Default]

CS-FILLEXIT

INTERVIEWER: NO ACCURATE AGE OR BIRTH DATE COULD BE DETERMINED FOR [Child First Name]. THIS CASE WILL BE TERMINATED. USE THE <PAGE-UP> KEY TO RETURN TO THE BIRTH DATE OR AGE QUESTION IF A BIRTH DATE OR AGE HAS BEEN INCORRECTLY ENTERED.

Default Next: CSIR-1
Lead-In: CS-FILLYRS [-2:-1]

CS-INTRO2-AGECK

([CHILD AGE (YEARS)] < 3) OR (([CHILD AGE (YEARS)] = 3) AND ([MONTHS REMAINDER OF AGE] < 11)) OR (([CHILD AGE (YEARS)] = 3) AND ([MONTHS REMAINDER OF AGE] = 11) AND ([DAYS REMAINDER OF AGE] <= 15))
COMMENT: UNDER PPVT AGE 4? -- confirmatory flag

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-INTRO2-1A

Default Next: CS-INTRO2-2A
Lead-In: CS-FILLMOS [-2:-1], CS-FILLMOS [Default]

CS-INTRO2-1A

In the past years, NLS has gathered information about the work, education, and family life of your generation. Since you have children of your own, and because they are your children, they are important people to us. The purpose of this study is to better understand how children learn and develop.

The U.S. Department of Labor and the National Institute of Child Health and Human Development sponsor this study of the children of the NLS respondents. For each child who participates, you will receive $10 in appreciation for the time spent answering the questionnaire.

Default Next: CS-INTRO2-1B
Lead-In: CS-INTRO2-AGECK [1:1]

CS-INTRO2-1B

We would like to ask you some questions about [Child Full Name].

Default Next: CS-INT-MODE
Lead-In: CS-INTRO2-1A [Default]

CS-INTRO2-2A

In the past years, NLS has gathered information about the work, education, and family life of your generation. Since you have children of your own, and because they are your children, they are important people to us. The purpose of this study is to better understand how children learn and develop.

The U.S. Department of Labor and the National Institute of Child Health and Human Development sponsor this study of the children of the NLS respondents. For each child who participates, you will receive $10 in appreciation for the time spent answering the questionnaire. Some parts of the questionnaire are asked of the mother and other parts are completed with the child.

Default Next: CS-INTRO2-2B
Lead-In: CS-INTRO2-AGECK [Default]

CS-INTRO2-2B

We would first like to ask you some questions about [Child Full Name] and then interview [him/her].
(READ IF PERSONAL INTERVIEW: In order to assure that [Child First Name]'s answers are [his/her] best, we need to conduct the interview in a quiet atmosphere with as little noise and as few distractions as possible.)

Default Next: CS-INT-MODE
Lead-In: CS-INTRO2-2A [Default]

CS-INT-MODE

INTERVIEWER: SELECT INTERVIEW MODE.

1 IN PERSON
2 TELEPHONE

Default Next: CS-AGECK2
Lead-In: CS-AGE-VRFY1 [1:1], CS-AGE-VRFY2 [Default], CS-INTRO2-2B [Default], CS-INTRO2-1B [Default]

CS-AGECK2

(([BIRTH YEAR] >1960) AND ([BIRTH YEAR] <= 1987)) OR ([CHILD AGE IN MONTHS] >= 180)
COMMENT: ADDITIONAL AGE CHECK

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-OVERAGE-1

Default Next: CS-CONSENT-AGECK
Lead-In: CS-INT-MODE [Default]

CS-OVERAGE-1

INTERVIEWER: THIS CHILD, [Child First Name], IS 15 YEARS OR OLDER AS OF 12/31/2002 AND SHOULD NOT BE ASSESSED. PLEASE VERIFY DOB AND AGE OF THIS CHILD WITH MOTHER. IF CHILD IS STILL FOUND TO BE 15 OR OLDER BY 12/31/2002, PREPARE TO TERMINATE CASE. NOTIFY YOUR FM FOR REASSIGNMENT OF THIS CASE.

Default Next: CS-OVERAGE-3
Lead-In: CS-AGECK2 [1:1]

CS-OVERAGE-3

INTERVIEWER: PLEASE RECORD ANY ADDITIONAL COMMENTS REGARDING THIS CASE.
RECORD INTERVIEWER ID IN NEXT SCREEN AND TERMINATE CASE.

Enter Answer: [ ]

Default Next: CSIR-IDNUM
Lead-In: CS-OVERAGE-1 [Default]

CS-CONSENT-AGECK

([PPVT AGE IN MONTHS]<48) OR ([CHILD AGE (YEARS)]<8 AND [INTERVIEW MODE]=2)
COMMENT: SKIP CONSENT SCREENS FOR KIDS LESS THAN PPVT AGE 4 THAT WON'T HAVE INTERACTION AND TELEPHONE INTERVIEWS FOR KIDS LESS THAN 8 YRS OLD

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-ENROLL-AGECK

Default Next: CS-CONSENT-A
Lead-In: CS-AGECK2 [Default]

CS-CONSENT-A

INTERVIEWER: (IF YOU HAVE NOT ALREADY DONE SO) PLEASE ASK MOTHER TO SIGN A CONSENT FORM FOR [Child Full Name] TO PARTICIPATE IN THE CHILD SURVEY.
RECORD MOTHER'S REPONSE BELOW.

1 MOTHER SIGNED FORM
3 MOTHER REFUSED CONSENT ...(Go To CS-CONSENT-B)

Default Next: CS-ENROLL-AGECK
Lead-In: CS-CONSENT-AGECK [Default]

CS-CONSENT-B

INTERVIEWER: PLEASE EXPLAIN TO MOTHER THAT WITHOUT A CONSENT FORM THIS CHILD CANNOT PARTICIPATE IN THE CHILD SURVEY. RECORD HER RESPONSE BELOW. IF SHE STILL REFUSES TO SIGN, CONTINUE WITH QUESTIONS TO MOTHER, BUT DO NOT INTERVIEW OR ASSESS CHILD.

1 MOTHER SIGNED CONSENT FORM
2 MOTHER CONSENTS TO INTERVIEW BUT NOT ASSESSMENT
3 MOTHER REFUSED CONSENT

Default Next: CS-ENROLL-AGECK
Lead-In: CS-CONSENT-A [3:3]

CS-ENROLL-AGECK

([PPVT AGE IN MONTHS] < 48) OR ([CONSENT FLAG]=3) OR ([INTERVIEW MODE]=2)

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-HW-TITLE

Default Next: CS-ENROLL
Lead-In: CS-CONSENT-AGECK [1:1], CS-CONSENT-A [Default], CS-CONSENT-B [Default]

CS-ENROLL

Is [Child First Name] currently attending or enrolled in regular school or preschool?
(If [Child First Name] is between the spring and fall school sessions, please tell us about the LAST school year.)

1 Yes ...(Go To CS-GRADE)
0 No

Default Next: CS-ATTEND
Lead-In: CS-ENROLL-AGECK [Default]

CS-ATTEND

Has [he/she] ever attended regular school, nursery school, or preschool?

1 Yes
0 No ...(Go To HLTH-HW-TITLE)
2 IF VOLUNTEERED: Home Schooling ...(Go To CS-GRADE-EQ)

Default Next: CS-GRADE
Lead-In: CS-ENROLL [Default]

CS-GRADE

What grade [is <child first name> currently attending/did <child first name> last attend]?
(IF R SAYS 'PRE-FIRST GRADE', CODE KINDERGARTEN.)

0 Kindergarten	1 1st grade	2 2nd grade
3 3rd grade	4 4th grade	5 5th grade
6 6th grade	7 7th grade	8 8th grade
9 9th grade	10 10th grade	11 11th grade
12 12th grade	13 1st year in college	14 2nd year in college
15 3rd year in college	16 4th year in college	90 Nursery/preschool
		95 Ungraded

If Answer = -2 (Go To CS-GRADE-EQ)
If Answer = 95 (Go To CS-GRADE-EQ

Default Next: HLTH-HW-TITLE
Lead-In: CS-ENROLL [1:1], CS-ATTEND [Default]

CS-GRADE-EQ

If [Child First Name] were in a graded class, what grade would [he/she] be enrolled in?
(IF R SAYS 'PRE-FIRST GRADE', CODE KINDERGARTEN.)

0 Kindergarten	7 7th grade
1 1 st grade	8 8th grade
2 2nd grade	9 9th grade
3 3rd grade	10 10th grade
4 4th grade	11 11th grade
5 5th grade	12 12th grade
6 6th grade	90 Nursery/preschool
	95 Other (SPECIFY)

Default Next: HLTH-HW-TITLE
Lead-In: CS-GRADE [-2:-2], CS-ATTEND [2:2], CS-GRADE [95:95]

Health, Height, & Weight

HLTH-HW-TITLE

**** BEGIN SECTION: CHILD HEALTH - HEIGHT & WEIGHT ****

Default Next: HLTH-AGECK1
Lead-In: CS-ATTEND [0:0], CS-ENROLL-AGECK [1:1], CS-GRADE-EQ [Default], CS-GRADE [Default]

HLTH-AGECK1

([PPVT AGE IN MONTHS] < 48 or [CONSENT FLAG]>1)
COMMENT: IF CHILD AGE IS LESS THAN 3 YRS, 11 MONTHS, 16 DAYS (PPVT AGE 4) OR PERMISSION REFUSED, SKIP TO HLTH-22A1

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-22B

Default Next: HLTH-TELCHK-A
Lead-In: HLTH-HW-TITLE [Default]

HLTH-TELCHK-A

([INTERVIEW MODE]=2)

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-TELCHK-B

Default Next: HLTH-21A
Lead-In: HLTH-AGECK1 [Default]

HLTH-TELCHK-B

INTERVIEWER: THIS CASE HAS BEEN CODED AS A TELEPHONE INTERVIEW. DO YOU PLAN TO ADMINISTER ANY ASSESSMENTS TO [Child Full Name] AT ALL?

1 YES
0 NO ...(Go To HLTH-22B)

Default Next: HLTH-INT-NOTE
Lead-In: HLTH-TELCHK-A [1:1]

HLTH-INT-NOTE

RESTART NOTE FOR TELEPHONE INTERVIEWS!
INTERVIEWER: IF YOU PLAN TO ASSESS THE CHILD, EXIT THE INTERVIEW AT THE NEXT SCREEN AND RESTART THE INTERVIEW IN PERSON.
PRESS <F1> FOR HELP, OR <ENTER> TO CONTINUE.

Default Next: HLTH-RESTART-A
Lead-In: HLTH-TELCHK-B [Default]

HLTH-RESTART-A

EXIT POINT
INTERVIEWER: IF YOU PLAN TO ASSESS THE CHILD, EXIT THE INTERVIEW FROM THIS SCREEN NOW.
RESTART THE INTERVIEW IN PERSON FROM THE BEGINNING OF THE SURVEY (Q-START).PRESS <F1> FOR HELP, <F10> TO EXIT NOW, OR <ENTER> TO CONTINUE IF YOU HAVE RESTARTED THE INTERVIEW.

Default Next: HLTH-RESTART-B
Lead-In: HLTH-INT-NOTE [Default]

HLTH-RESTART-B

RESTART
INTERVIEWER: SELECT INTERVIEW MODE TO CONFIRM YOU ARE RESTARTING THE INTERVIEW IN PERSON.

1 IN PERSON
2 TELEPHONE ...(Go To HLTH-22B)

Default Next: HLTH-21A
Lead-In: HLTH-RESTART-A [Default]

HLTH-21A

INTERVIEWER: DOES CHILD HAVE ANY SERIOUS HEALTH LIMITATIONS THAT WOULD AFFECT TESTING? IF YES, PRESS <F2> AND RECORD CONDITION IN COMMENT FIELD.

1 YES ...(Go To HLTH-21B)
0 NO

Default Next: HLTH-22B
Lead-In: HLTH-TELCHK-A [Default], HLTH-RESTART-B [Default]

HLTH-21B

INTERVIEWER: IF CHILD HAS A SERIOUS PHYSICAL OR MENTAL CONDITION THAT MAY INFLUENCE MEASUREMENT, TACTFULLY TELL MOTHER THAT SOME MEASUREMENTS MAY BE INAPPROPRIATE FOR THE CHILD BUT YOU WILL ADMINISTER THE ONES YOU CAN.

Default Next: HLTH-22B
Lead-In: HLTH-21A [1:1]

HLTH-22B

([INTERVIEW MODE]=2 or [CONSENT FLAG]=3)

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-HGT-SELECT

Default Next: HLTH-23
Lead-In: HLTH-TELCHK-B [0:0], HLTH-AGECK1 [1:1], HLTH-RESTART-B [2:2], HLTH-21A [Default], HLTH-21B [Default]

HLTH-23

INTERVIEWER: (IF CHILD IS NOT ALREADY PRESENT) READ TO MOTHER:
Could you please bring [Child First Name] into the room and help make [him/her] feel comfortable?

Default Next: HLTH-24A
Lead-In: HLTH-22B [Default]

HLTH-24A

([PPVT AGE IN MONTHS]>=48) AND (([CONSENT FLAG]=1) OR ([CONSENT FLAG]=2))
COMMENT: CHILD AGE 3 YRS, 11 MONTHS, 16 DAYS OR OLDER AND MOTHER SIGNED CONSENT FORM?

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-24B

Default Next: HLTH-HGT-SELECT
Lead-In: HLTH-23 [Default]

HLTH-24B

([CHILD AGE (YEARS)] >= 5)
COMMENT: IF CHILD IS BETWEEN 3 YRS, 11 MONTHS, 16 DAYS AND FOUR YRS READ A. IF CHILD IS 5 YRS OR OLDER READ B.

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-25B

Default Next: HLTH-25A
Lead-In: HLTH-24A [1:1]

HLTH-25A

What did your mother tell you about my visit?
(WAIT FOR CHILD'S RESPONSE, THEN CONTINUE:)
(That's right or I see.) Your mother has been helping us by answering some questions. Now it's your turn. First we'll see how big you are and then I'll ask you some questions. I want you to give me the best answers you can.

Default Next: HLTH-HGT-SELECT
Lead-In: HLTH-24B [Default]

HLTH-25B

What did your mother tell you about my visit?
(WAIT FOR CHILD'S RESPONSE, THEN CONTINUE:)
(That's right or I see.) Your mother has been helping us by answering questions for many years now. This makes her a very important person to us. Now we have some questions for you. Some are about language, some are about arithmetic/math, and some are about how you feel. Some questions have right or wrong answers, others don't. I want you to concentrate on the questions and give me your best answer for each one.

Default Next: HLTH-HGT-SELECT
Lead-In: HLTH-24B [1:1]

HLTH-HGT-SELECT

(TO MOTHER:) I'd like to find out how tall [Child First Name] is. [Would you prefer to measure <him/her> yourself or shall I do it?/<no text>]
INTERVIEWER: SELECT HOW YOU WISH TO ENTER HEIGHTIN FEET AND INCHES - OR - TOTAL INCHES

1 FEET AND INCHES ENTRY
2 TOTAL INCHES ENTRY (ESP INFANTS)

Default Next: HLTH-HGT-MTHDCK
Lead-In: HLTH-22B [1:1], HLTH-24A [Default], HLTH-25A [Default], HLTH-25B [Default]

HLTH-HGT-MTHDCK

[HEIGHT INPUT METHOD SELECTION]

1 FEET AND INCHES ENTRY
2 TOTAL INCHES ENTRY
If Answer = 1 Then GoTo HLTH-HGT-FTIN~000001
If Answer = 2 Then GoTo HLTH-HGT-INCHES~000001

Default Next: HLTH-HGT-FTIN~000001
Lead-In: HLTH-HGT-SELECT [Default]

HLTH-HGT-FTIN~000001

(TO MOTHER: I"d like to find out how tall [Child First Name] is. [Would you prefer to measure <him/her> yourself or shall I do it?/<no text>])
INTERVIEWER: RECORD FEET AND INCHES BELOW

FEET ☐

Default Next: HLTH-HGT-FTIN~000002
Lead-In: HLTH-HGT-MTHDCK [1:1], HLTH-HGT-MTHDCK [Default]

HLTH-HGT-FTIN~000002
INCHES ☐

Default Next: HLTH-HGTCOMP
Lead-In: HLTH-HGT-FTIN~000001 [Default]

HLTH-HGT-INCHES~000001

(TO MOTHER: I"d like to find out how tall [Child First Name] is. [Would you prefer to measure <him/her> yourself or shall I do it?/<no text>])
INTERVIEWER: RECORD HEIGHT IN TOTAL INCHES.

TOTAL INCHES ☐

Default Next: HLTH-HGTCOMP
Lead-In: HLTH-HGT-MTHDCK [2:2]

HLTH-HGTCOMP

(([HEIGHT INPUT] < [CALCULATED MIN HEIGHT VALUE]) OR ([HEIGHT INPUT] > [CALCULATED MAX HEIGHT VALUE]))
COMMENT: Is total child height in inches outside of calculated min - max range?

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-HGT-MTHDCK2

Default Next: HLTH-HGT-REPT
Lead-In: HLTH-HGT-FTIN~000002 [Default], HLTH-HGT-INCHES~000001 [Default]

HLTH-HGT-MTHDCK2

[HEIGHT INPUT METHOD SELECTION]

1 FEET AND INCHES ENTRY
2 TOTAL INCHES ENTRY
If Answer = 1 Then GoTo HLTH-HGTCONF1
If Answer = 2 Then GoTo HLTH-HGTCONF2

Default Next: HLTH-HGTCONF1
Lead-In: HLTH-HGTCOMP [1:1]

HLTH-HGTCONF1

INTERVIEWER: CAUTION...
THE HEIGHT ENTERED FOR [Child First Name] IS OUTSIDE THE USUAL RANGE OF HEIGHT FOR A CHILD THIS AGE. PLEASE CHECK -- ARE THESE VALUES CORRECT?
[FEET] FEET AND [INCHES] INCHES
<PAGE UP> TO CORRECT ANY ERROR, OR SELECT "YES" TO CONFIRM THE VALUES AND CONTINUE.

1 YES
0 NO

Default Next: HLTH-HGT-REPT
Lead-In: HLTH-HGT-MTHDCK2 [1:1], HLTH-HGT-MTHDCK2 [Default]

HLTH-HGTCONF2

INTERVIEWER: CAUTION...
THE HEIGHT ENTERED FOR [Child First Name] IS OUTSIDE THE USUAL RANGE OF HEIGHT FOR A CHILD THIS AGE. PLEASE CHECK -- IS THIS VALUE CORRECT?
[TOTAL INCHES VALUE] TOTAL INCHES
<PAGE UP> TO CORRECT ANY ERROR, OR SELECT "YES" TO CONFIRM THE VALUE AND CONTINUE.

1 YES
0 NO

Default Next: HLTH-HGT-REPT
Lead-In: HLTH-HGT-MTHDCK2 [2:2]

HLTH-HGT-REPT

INTERVIEWER: HOW WAS HEIGHT REPORTED?

1 TAPE MEASUREMENT
2 MOTHER RECALL

Default Next: HLTH-WGT-SELECT
Lead-In: HLTH-HGTCOMP [Default], HLTH-HGTCONF1 [Default], HLTH-HGTCONF2 [Default]

HLTH-WGT-SELECT

(TO MOTHER:) I'd like to find out [Child First Name]'s weight. [Would you prefer to weigh <him/her> yourself or shall I do it?/<no text>]
INTERVIEWER: SELECT HOW YOU WISH TO ENTER WEIGHT
POUNDS - OR - POUNDS AND OUNCES (FOR CHILDREN UNDER 20 LBS.)

1 ENTER POUNDS ONLY
2 ENTER POUNDS AND OUNCES (ESP INFANTS)

Default Next: HLTH-WGT-MTHDCK
Lead-In: HLTH-HGT-REPT [Default]

HLTH-WGT-MTHDCK

[SELECTION OF ENTRY METHOD]

1 POUNDS ONLY ENTRY
2 POUNDS AND OUNCES ENTRY
If Answer = 1 Then GoTo HLTH-WGT-LBS~000001
If Answer = 2 Then GoTo HLTH-WGT-LBSOZ~000001
Default Next: HLTH-WGT-LBS~000001
Lead-In: HLTH-WGT-SELECT [Default]

HLTH-WGT-LBS~000001

(TO MOTHER: I"d like to find out [Child First Name]"s weight. [Would you prefer to weigh <him/her> yourself or shall I do it?/<no text>])
INTERVIEWER: RECORD POUNDS. BE SURE CHILD IS NOT WEARING SHOES OR HEAVY OUTER GARMENTS.

LBS. ☐

Default Next: HLTH-WGTCOMP
Lead-In: HLTH-WGT-MTHDCK [1:1], HLTH-WGT-MTHDCK [Default]

HLTH-WGT-LBSOZ~000001

(TO MOTHER: I"d like to find out [Child First Name]"s weight. [Would you prefer to weigh <him/her> yourself or shall I do it?/<no text>])
INTERVIEWER: RECORD POUNDS AND OUNCES. BE SURE CHILD IS NOT WEARING SHOES OR HEAVY OUTER GARMENTS.

LBS. ☐

Default Next: HLTH-WGT-LBSOZ~000002
Lead-In: HLTH-WGT-MTHDCK [2:2]

HLTH-WGT-LBSOZ~000002

OZ. ☐

Default Next: HLTH-WGTCOMP
Lead-In: HLTH-WGT-LBSOZ~000001 [Default]

HLTH-WGTCOMP

(([WEIGHT INPUT VALUE] < [CALCULATED MIN WEIGHT VALUE]) OR ([WEIGHT INPUT VALUE] > [CALCULATED MAX WEIGHT VALUE]))

COMMENT: IS TOTAL CHILD HEIGHT IN INCHES OUTSIDE OF CALCULATED MIN - MAX RANGE?

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo HLTH-WGT-MTHDCK2

Default Next: HLTH-WGT-REPT
Lead-In: HLTH-WGT-LBS~000001 [Default], HLTH-WGT-LBSOZ~000002 [Default]

HLTH-WGT-MTHDCK2

[SELECTION OF ENTRY METHOD]

1 POUNDS ONLY ENTRY
2 POUNDS AND OUNCES ENTRY
If Answer = 1 Then GoTo HLTH-WGTCONF1
If Answer = 2 Then GoTo HLTH-WGTCONF2

Default Next: HLTH-WGTCONF1
Lead-In: HLTH-WGTCOMP [1:1]

HLTH-WGTCONF1

INTERVIEWER: CAUTION...
THE WEIGHT ENTERED FOR [Child First Name] IS OUTSIDE THE USUAL RANGE OF WEIGHT FOR A CHILD THIS AGE. PLEASE CHECK -- IS THE VALUE SHOWN CORRECT?
[POUNDS] POUNDS
<PAGE UP> TO CORRECT ANY ERROR, OR SELECT "YES" TO CONFIRM THE VALUE AND CONTINUE.

1 YES
0 NO

Default Next: HLTH-WGT-REPT
Lead-In: HLTH-WGT-MTHDCK2 [1:1], HLTH-WGT-MTHDCK2 [Default]

HLTH-WGTCONF2

INTERVIEWER: CAUTION...
THE WEIGHT ENTERED FOR [Child First Name] IS OUTSIDE THE USUAL RANGE OF WEIGHT FOR A CHILD THIS AGE. PLEASE CHECK -- ARE THE VALUES SHOWN CORRECT?
[POUNDS] POUNDS AND [OUNCES] OUNCES
<PAGE UP> TO CORRECT ANY ERROR, OR SELECT "YES" TO CONFIRM THE VALUE(S) AND CONTINUE.

1 YES
0 NO

Default Next: HLTH-WGT-REPT
Lead-In: HLTH-WGT-MTHDCK2 [2:2]

HLTH-WGT-REPT

INTERVIEWER: HOW WAS WEIGHT REPORTED?

1 SCALE MEASUREMENT
2 MOTHER RECALL

Default Next: CST-AGECHK1
Lead-In: HLTH-WGTCOMP [Default], HLTH-WGTCONF1 [Default], HLTH-WGTCONF2 [Default]

Assessments

CST-AGECHK1

([PPVT AGE IN MONTHS] < 48)
COMMENT: If child age is less than 3 yrs, 11 months, 16 days skip over CS-Assessments

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CST-NOTE-UNDERAGE

Default Next: CST-PERMCHK
Lead-In: HLTH-WGT-REPT [Default]

CST-NOTE-UNDERAGE

INTERVIEWER: [Child First Name] WILL NOT BE ASSESSED BECAUSE [he/she] IS LESS THAN 3 YEARS, 11 MONTHS, AND 16 DAYS OLD.
PRESS <ENTER> TO CONTINUE.

Default Next: DEBUG-SKIP-SCHOOL
Lead-In: CST-AGECHK1 [1:1]

CST-PERMCHK

([CONSENT FLAG]=1)
COMMENT: CHECK WHETHER MOTHER SIGNED CONSENT FORM (UNCONSTRAINED). IF SO PROCEED, OTHERWISE, SKIP OVER ASSESSMENTS

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CST-TELCHK

Default Next: CST-NOTE-NOPERM
Lead-In: CST-AGECHK1 [Default]

CST-NOTE-NOPERM

INTERVIEWER: MOTHER HAS NOT GIVEN PERMISSION TO ASSESS CHILD. [Child First Name] WILL NOT BE ASSESSED. IF THIS IS NOT CORRECT, PLEASE BACKUP AND CORRECT PERMISSION ENTRY.
PRESS <ENTER> TO CONTINUE.

Default Next: DEBUG-SKIP-SCHOOL
Lead-In: CST-PERMCHK [Default]

CST-TELCHK

([INTERVIEW MODE]=2)
COMMENT: IF TELEPHONE INTERVIEW, SKIP OVER ASSESSMENTS

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CST-NOTE-PHONEINT

Default Next: CST-NOASSESS-EVAL
Lead-In: CST-PERMCHK [1:1]

CST-NOTE-PHONEINT

INTERVIEWER: [Child First Name] WILL NOT BE ASSESSED BECAUSE THIS IS A TELEPHONE INTERVIEW.
PRESS <ENTER> TO CONTINUE.

Default Next: DEBUG-SKIP-SCHOOL
Lead-In: CST-TELCHK [1:1]

CST-NOASSESS-EVAL

([FLAG - DON'T ASSESS THIS ROUND]=1)

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CST-NOTE-FLAGCASE

Default Next: CST-1
Lead-In: CST-TELCHK [Default]

CST-NOTE-FLAGCASE

INTERVIEWER: [Child First Name] WILL NOT BE ASSESSED BECAUSE OF PREVIOUSLY EXISTING CONDITIONS. IF THIS IS OBVIOUSLY WRONG, PLEASE CONTACT YOUR SUPERVISOR.
PRESS <ENTER> TO CONTINUE.

Default Next: DEBUG-SKIP-SCHOOL
Lead-In: CST-NOASSESS-EVAL [1:1]

CST-1

INTERVIEWER (ON A SCALE FROM 1 TO 5): HOW SHY OR ANXIOUS WAS CHILD WHEN YOU FIRST MET [him/her]?

1 (1) NOT AT ALL SHY OR ANXIOUS/SOCIABLE & FRIENDLY
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) EXTREMELY SHY/QUIET/WITHDRAWN
6 (6) UNABLE TO ASSESS CHILD (SPECIFY)
7 (7) CHILD NOT PRESENT - TOO YOUNG TO ASSESS

Default Next: CST-TITLE
Lead-In: CST-NOASSESS-EVAL [Default]

CST-TITLE

********* PREPARE FOR ASSESSMENTS *********

Default Next: SPPC-AGECHK
Lead-In: CST-1 [Default]

SPPC-AGECHK

([CHILD AGE IN MONTHS])
COMMENT: CHECK AGE ELIGIBILITY FOR THIS ASSESSMENT

If Answer >= 144 AND Answer <= 179 Then GoTo SPPC-PREPARE

Default Next: DIGIT-AGECHK
Lead-In: CST-TITLE [Default]

SPPC-PREPARE

******* PREPARE FOR ASSESSMENT: WHAT I AM LIKE *******

Default Next: DEBUG-SKIP-SPPC
Lead-In: SPPC-AGECHK [144:179]

DEBUG-SKIP-SPPC

[DEBUGGING MODE SWITCH-SKIP SECTION?]

0 – 0 DEBUG MODE OFF (IF EXISTS)
1 – 99 DEBUG MODE ON - SKIP SECTION/SERIES
If Answer = 1 Then GoTo DIGIT-AGECHK
If Answer = 2 Then GoTo SPPC-ANYPRESENT

Default Next: SPPC-EXIST
Lead-In: SPPC-PREPARE [Default]

SPPC-EXIST

FILE([SPPC FILE LOCATION])
COMMENT: IF ANSWER FILE EXISTS SKIP THE ASSESSMENT CALL, OTHERWISE PROCEED

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo SPPC-EXISTNOTE

Default Next: SPPC-EXEC
Lead-In: DEBUG-SKIP-SPPC [Default]

SPPC-EXEC

COMMENT: BEGIN WHAT I AM LIKE AND SAVE A RETURN CODE

0 CALL SUCCESS
1 ASSESSMENT TERMINATED PREMATURELY

Default Next: SPPC-ANYPRESENT
Lead-In: SPPC-EXIST [Default]

SPPC-EXISTNOTE

INTERVIEWER: THIS ASSESSMENT HAS BEEN COMPLETED (OR TERMINATED). YOU MAY NOT RESTART WHAT I AM LIKE.

Default Next: SPPC-ANYPRESENT
Lead-In: SPPC-EXIST [1:1]

SPPC-ANYPRESENT

INTERVIEWER: WAS ANYONE BESIDE YOURSELF AND THE CHILD PRESENT IN THE ROOM DURING THE ADMINISTRATION OF WHAT I AM LIKE?

1 YES ...(Go To SPPC-MOMPRESENT)
0 NO

Default Next: SPPC-ENERGYLEV

Lead-In: SPPC-EXEC[Default], SPPC-EXISTNOTE [Default], SPPC-EXIST [Default], DEBUG-SKIP-SPPC [2:2],

---

SPPC-MOMPRESENT

INTERVIEWER: DURING ADMINISTRATION OF WHAT I AM LIKE...
...WAS MOTHER PRESENT?

1 YES ...(Go To SPPC-MOMEFFECT)
0 NO

Default Next: SPPC-DADPRESENT

Lead-In: SPPC-ANYPRESENT [1:1]

SPPC-MOMEFFECT

WHAT WAS THE EFFECT OF MOTHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: SPPC-DADPRESENT

Lead-In: SPPC-MOMPRESENT [1:1]

SPPC-DADPRESENT

INTERVIEWER: DURING ADMINISTRATION OF WHAT I AM LIKE...
...WAS FATHER PRESENT?

1 YES ...(Go To SPPC-DADEFFECT)
0 NO

Default Next: SPPC-ADULTPRES

Lead-In: SPPC-MOMPRESENT [Default], SPPC-MOMEFFECT [Default]

SPPC-DADEFFECT

WHAT WAS THE EFFECT OF FATHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: SPPC-ADULTPRES
Lead-In: SPPC-DADPRESENT [1:1]

SPPC-ADULTPRES

INTERVIEWER: DURING ADMINISTRATION OF WHAT I AM LIKE...
...WERE ANY OTHER ADULTS PRESENT?

1 YES ...(Go To SPPC-NUMADULTS)
0 NO

Default Next: SPPC-KIDSPRESENT
Lead-In: SPPC-DADEFFECT [Default], SPPC-DADPRESENT [Default]

SPPC-NUMADULTS

HOW MANY OTHER ADULTS WERE PRESENT?

Enter Answer: ☐

Default Next: SPPC-ADULTEFF
Lead-In: SPPC-ADULTPRES [1:1]

SPPC-ADULTEFF

WHAT WAS THE EFFECT OF THE OTHER ADULT(S) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: SPPC-KIDSPRESENT
Lead-In: SPPC-NUMADULTS [Default]

SPPC-KIDSPRESENT

INTERVIEWER: DURING ADMINISTRATION OF WHAT I AM LIKE...
...WERE ANY OTHER CHILDREN PRESENT?

1 YES ...(Go To SPPC-NUMKIDS)
0 NO

Default Next: SPPC-TERMCHK
Lead-In: SPPC-ADULTPRES [Default], SPPC-ADULTEFF [Default]

SPPC-NUMKIDS

HOW MANY OTHER CHILDREN WERE PRESENT?

Enter Answer: ☐

Default Next: SPPC-KIDSEFF
Lead-In: SPPC-KIDSPRESENT [1:1]

SPPC-KIDSEFF

WHAT WAS THE EFFECT OF THE OTHER CHILD(REN) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: SPPC-ENERGYLEV
Lead-In: SPPC-NUMKIDS [Default]

SPPC-ENERGYLEV

CODE CHILD'S ENERGY LEVEL DURING THIS SECTION.

1 LOW (TIRED)
2 MEDIUM
3 HIGH

Default Next: SPPC-TERMCHK
Lead-In: SPPC-ANYPRESENT [Default], SPPC-KIDSEFF [Default]

SPPC-TERMCHK

[SPPC TERMINATED]=1
COMMENT: Check if assessment was terminated prematurely

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo SPPC-RESNTERM

Default Next: SPPC-ANYPROBLEMS
Lead-In: SPPC-ENERGYLEV [Default], SPPC-KIDSPRESENT [Default]

SPPC-RESNTERM

INTERVIEWER: WHAT WERE THE REASONS FOR PREMATURE TERMINATION OF THIS ASSESSMENT?
(MARK ALL THAT APPLY)

1 PARENT/GUARDIAN TERMINATED OR REFUSED
2 CHILD WOULD NOT RESPOND
3 MAJOR INTERRUPTION CAUSED TERMINATION
4 CHILD COULD NOT UNDERSTAND TASK
5 CHILD HAD LANGUAGE PROBLEM
6 CHILD EMOTIONAL CONDITION
7 CHILD PHYSICAL CONDITION
8 CHILD TOO TIRED
9 OTHER (SPECIFY)

Default Next: SPPC-ANYPROBLEMS
Lead-In: SPPC-TERMCHK [1:1]

SPPC-ANYPROBLEMS

INTERVIEWER: YOU HAVE COMPLETED WHAT I AM LIKE. WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT OCCURRED DURING THIS ASSESSMENT?

1 YES ...(Go To SPPC-PROBLEM)
0 NO

Default Next: DIGIT-AGECHK
Lead-In: SPPC-TERMCHK [Default], SPPC-RESNTERM [Default]

SPPC-PROBLEM

RECORD PROBLEMS ENCOUNTERED:

Enter Answer: [ ]

Default Next: DIGIT-AGECHK
Lead-In: SPPC-ANYPROBLEMS [1:1]

DIGIT-AGECHK

([CHILD AGE IN MONTHS])
COMMENT: Check age eligibility for this assessment

If Answer >= 84 AND Answer <= 143 Then GoTo DIGIT-PREPARE

Default Next: MATH-AGECHK
Lead-In: DEBUG-SKIP-SPPC [1:1], SPPC-AGECHK [Default], SPPC-PROBLEM [Default], SPPC-ANYPROBLEMS [Default]

DIGIT-PREPARE

******* PREPARE FOR ASSESSMENT: DIGIT SPAN *******

Default Next: DEBUG-SKIP-DIGIT
Lead-In: DIGIT-AGECHK [84:143]

DEBUG-SKIP-DIGIT

[DEBUGGING MODE SWITCH-SKIP SECTION?]

0 DEBUG MODE OFF (IF EXISTS)
1-99 DEBUG MODE ON - SKIP SECTION/SERIES
If Answer = 1 Then GoTo MATH-AGECHK
If Answer = 2 Then GoTo DIGIT-ANYPRESENT

Default Next: DIGIT-EXIST
Lead-In: DIGIT-PREPARE [Default]

DIGIT-EXIST

FILE([LOCATION OF DIGIT SPAN FILE])
COMMENT: Iff answer file exists skip the assessment call, otherwise proceed

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo DIGIT-EXISTNOTE

Default Next: DIGIT-EXEC
Lead-In: DEBUG-SKIP-DIGIT [Default]

DIGIT-EXEC

COMMENT: BEGIN DIGIT SPAN AND SAVE A RETURN CODE

0 CALL SUCCESS
1 ASSESSMENT TERMINATED PREMATURELY

Default Next: DIGIT-ANYPRESENT
Lead-In: DIGIT-EXIST [Default]

DIGIT-EXISTNOTE

INTERVIEWER: THIS ASSESSMENT HAS BEEN COMPLETED (OR TERMINATED).
YOU MAY NOT RESTART DIGIT SPAN.

Default Next: DIGIT-ANYPRESENT
Lead-In: DIGIT-EXIST [1:1]

DIGIT-ANYPRESENT

INTERVIEWER: WAS ANYONE BESIDE YOURSELF AND THE CHILD PRESENT IN THE ROOM DURING THE ADMINISTRATION OF DIGIT SPAN?

1 YES ...(Go To DIGIT-MOMPRESENT)
0 NO

Default Next: DIGIT-ENERGYLEV
Lead In: DIGIT-EXEC [Default], DIGIT-EXISTNOTE [Default], DEBUG-SKIP-DIGIT [2:2]

DIGIT-MOMPRESENT

INTERVIEWER: DURING ADMINISTRATION OF DIGIT SPAN...
...WAS MOTHER PRESENT?

1 YES ...(Go To DIGIT-MOMEFFECT)
0 NO

Default Next: DIGIT-DADPRESENT
Lead-In: DIGIT-ANYPRESENT [1:1]

DIGIT-MOMEFFECT

WHAT WAS THE EFFECT OF MOTHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: DIGIT-DADPRESENT
Lead-In: DIGIT-MOMPRESENT [1:1]

DIGIT-DADPRESENT

INTERVIEWER: DURING ADMINISTRATION OF DIGIT SPAN...
...WAS FATHER PRESENT?

1 YES ...(Go To DIGIT-DADEFFECT)
0 NO

Default Next: DIGIT-ADULTPRES
Lead-In: DIGIT-MOMPRESENT [Default], DIGIT-MOMEFFECT [Default]

DIGIT-DADEFFECT

WHAT WAS THE EFFECT OF FATHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: DIGIT-ADULTPRES
Lead-In: DIGIT-DADPRESENT [1:1]

DIGIT-ADULTPRES

INTERVIEWER: DURING ADMINISTRATION OF DIGIT SPAN...
...WERE ANY OTHER ADULTS PRESENT?

1 YES ...(Go To DIGIT-NUMADULTS)
0 NO

Default Next: DIGIT-KIDSPRESENT
Lead-In: DIGIT-DADEFFECT [Default], DIGIT-DADPRESENT [Default]

DIGIT-NUMADULTS

HOW MANY OTHER ADULTS WERE PRESENT?

Enter Answer: ☐

Default Next: DIGIT-ADULTEFF
Lead-In: DIGIT-ADULTPRES [1:1]

DIGIT-ADULTEFF

WHAT WAS THE EFFECT OF THE OTHER ADULT(S) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: DIGIT-KIDSPRESENT
Lead-In: DIGIT-NUMADULTS [Default]

DIGIT-KIDSPRESENT

INTERVIEWER: DURING ADMINISTRATION OF DIGIT SPAN...
...WERE ANY OTHER CHILDREN PRESENT?

1 YES ...(Go To DIGIT-NUMKIDS)
0 NO

Default Next: DIGIT-ENERGYLEV
Lead-In: DIGIT-ADULTPRES [Default], DIGIT-ADULTEFF [Default]

DIGIT-NUMKIDS

HOW MANY OTHER CHILDREN WERE PRESENT?

Enter Answer: ☐

Default Next: DIGIT-KIDSEFF
Lead-In: DIGIT-KIDSPRESENT [1:1]

DIGIT-KIDSEFF

WHAT WAS THE EFFECT OF THE OTHER CHILD(REN) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: DIGIT-ENERGYLEV
Lead-In: DIGIT-NUMKIDS [Default]

DIGIT-ENERGYLEV

CODE CHILD'S ENERGY LEVEL DURING THIS SECTION.

1 LOW (TIRED)
2 MEDIUM
3 HIGH

Default Next: DIGIT-TERMCHK
Lead-In: DIGIT-KIDSPRESENT [Default], DIGIT-ANYPRESENT [Default], DIGIT-KIDSEFF [Default]

DIGIT-TERMCHK

[DIGIT SPAN TERMINATED]=1
COMMENT: CHECK IF ASSESSMENT WAS TERMINATED PREMATURELY

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo DIGIT-RESNTERM

Default Next: DIGIT-ANYPROBLEMS
Lead-In: DIGIT-ENERGYLEV [Default]

DIGIT-RESNTERM

INTERVIEWER: WHAT WERE THE REASONS FOR PREMATURE TERMINATION OF THIS ASSESSMENT?
(MARK ALL THAT APPLY)

1 PARENT/GUARDIAN TERMINATED OR REFUSED
2 CHILD WOULD NOT RESPOND
3 MAJOR INTERRUPTION CAUSED TERMINATION
4 CHILD COULD NOT UNDERSTAND TASK
5 CHILD HAD LANGUAGE PROBLEM
6 CHILD EMOTIONAL CONDITION
7 CHILD PHYSICAL CONDITION
8 CHILD TOO TIRED
9 OTHER (SPECIFY)

Default Next: DIGIT-ANYPROBLEMS
Lead-In: DIGIT-TERMCHK [1:1]

DIGIT-ANYPROBLEMS

INTERVIEWER: YOU HAVE COMPLETED DIGIT SPAN. WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT OCCURRED DURING THIS ASSESSMENT?

1 YES ...(Go To DIGIT-PROBLEM)
0 NO

Default Next: MATH-AGECHK
Lead-In: DIGIT-TERMCHK [Default], DIGIT-RESNTERM [Default]

DIGIT-PROBLEM

RECORD PROBLEMS ENCOUNTERED:

Enter Answer: [ ]

Default Next: MATH-AGECHK
Lead-In: DIGIT-ANYPROBLEMS [1:1]

MATH-AGECHK

([PPVT AGE IN MONTHS])
COMMENT: CHECK PPVT AGE ELIGIBILITY FOR THIS ASSESSMENT

If Answer >= 60 AND Answer <= 179 Then GoTo MATH-PREPARE

Default Next: PRR-AGECHK
Lead-In: DEBUG-SKIP-DIGIT [1:1], DIGIT-AGECHK [Default], DIGIT-PROBLEM [Default], DIGIT-ANYPROBLEMS [Default]

MATH-PREPARE

******* PREPARE FOR ASSESSMENT: PIAT MATH *******

Default Next: DEBUG-SKIP-MATH
Lead-In: MATH-AGECHK [60:179]

DEBUG-SKIP-MATH

[DEBUGGING MODE SWITCH-SKIP SECTION?]

0 DEBUG MODE OFF (IF EXISTS)
1-99 DEBUG MODE ON - SKIP SECTION/SERIES
If Answer = 1 Then GoTo PRR-AGECHK
If Answer = 2 Then GoTo MATH-ANYPRESENT

Default Next: MATH-EXIST
Lead-In: MATH-PREPARE [Default]

MATH-EXIST

FILE([MATH FILE LOCATION])
COMMENT: IF ANSWER FILE EXISTS SKIP THE ASSESSMENT CALL, OTHERWISE PROCEED

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo MATH-EXISTNOTE

Default Next: MATH-EXEC
Lead-In: DEBUG-SKIP-MATH [Default]

MATH-EXEC

COMMENT: BEGIN PIAT MATH AND SAVE A RETURN CODE

0 CALL SUCCESS
1 ASSESSMENT TERMINATED PREMATURELY

Default Next: MATH-ANYPRESENT
Lead-In: MATH-EXIST [Default]

MATH-EXISTNOTE

INTERVIEWER: THIS ASSESSMENT HAS BEEN COMPLETED (OR TERMINATED). YOU MAY NOT RESTART PIAT MATH.

Default Next: MATH-ANYPRESENT
Lead-In: MATH-EXIST [1:1]

MATH-ANYPRESENT

INTERVIEWER: WAS ANYONE BESIDE YOURSELF AND THE CHILD PRESENT IN THE ROOM DURING THE ADMINISTRATION OF PIAT MATH?

1 YES ...(Go To MATH-MOMPRESENT)
0 NO

Default Next: MATH-ENERGYLEV
Lead-In: MATH-EXEC [Default] ,DEBUG-SKIP-MATH [2:2], MATH-EXISTNOTE [Default]

MATH-MOMPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT MATH...
...WAS MOTHER PRESENT?

1 YES ...(Go To MATH-MOMEFFECT)
0 NO

Default Next: MATH-DADPRESENT
Lead-In: MATH-ANYPRESENT [1:1]

MATH-MOMEFFECT

WHAT WAS THE EFFECT OF MOTHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: MATH-DADPRESENT
Lead-In: MATH-MOMPRESENT [1:1]

MATH-DADPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT MATH...
...WAS FATHER PRESENT?

1 YES ...(Go To MATH-DADEFFECT)
0 NO

Default Next: MATH-ADULTPRES
Lead-In: MATH-MOMPRESENT [Default], MATH-MOMEFFECT [Default]

MATH-DADEFFECT

WHAT WAS THE EFFECT OF FATHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: MATH-ADULTPRES
Lead-In: MATH-DADPRESENT [1:1]

MATH-ADULTPRES

INTERVIEWER: DURING ADMINISTRATION OF PIAT MATH...
...WERE ANY OTHER ADULTS PRESENT?

1 YES ...(Go To MATH-NUMADULTS)
0 NO

Default Next: MATH-KIDSPRESENT
Lead-In: MATH-DADEFFECT [Default], MATH-DADPRESENT [Default]

MATH-NUMADULTS

HOW MANY OTHER ADULTS WERE PRESENT?

Enter Answer: ☐

Default Next: MATH-ADULTEFF
Lead-In: MATH-ADULTPRES [1:1]

MATH-ADULTEFF

WHAT WAS THE EFFECT OF THE OTHER ADULT(S) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: MATH-KIDSPRESENT
Lead-In: MATH-NUMADULTS [Default]

MATH-KIDSPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT MATH...
...WERE ANY OTHER CHILDREN PRESENT?

1 YES ...(Go To MATH-NUMKIDS)
0 NO

Default Next: MATH-ENERGYLEV
Lead-In: MATH-ADULTPRES [Default], MATH-ADULTEFF [Default]

MATH-NUMKIDS

HOW MANY OTHER CHILDREN WERE PRESENT?

Enter Answer: ☐

Default Next: MATH-KIDSEFF
Lead-In: MATH-KIDSPRESENT [1:1]

MATH-KIDSEFF

WHAT WAS THE EFFECT OF THE OTHER CHILD(REN) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: MATH-ENERGYLEV
Lead-In: MATH-NUMKIDS [Default]

MATH-ENERGYLEV

CODE CHILD'S ENERGY LEVEL DURING THIS SECTION.

1 LOW (TIRED)
2 MEDIUM
3 HIGH

Default Next: MATH-TERMCHK
Lead-In: MATH-KIDSPRESENT [Default], MATH-ANYPRESENT [Default], MATH-KIDSEFF [Default]

MATH-TERMCHK

([MATH TERMINATED?]=1)
COMMENT: CHECK IF ASSESSMENT WAS TERMINATED PREMATURELY

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo MATH-RESNTERM

Default Next: MATH-ANYPROBLEMS
Lead-In: MATH-ENERGYLEV [Default]

MATH-RESNTERM

INTERVIEWER: WHAT WERE THE REASONS FOR PREMATURE TERMINATION OF THIS ASSESSMENT?
(MARK ALL THAT APPLY)

1 PARENT/GUARDIAN TERMINATED OR REFUSED
2 CHILD WOULD NOT RESPOND
3 MAJOR INTERRUPTION CAUSED TERMINATION
4 CHILD COULD NOT UNDERSTAND TASK
5 CHILD HAD LANGUAGE PROBLEM
6 CHILD EMOTIONAL CONDITION
7 CHILD PHYSICAL CONDITION
8 CHILD TOO TIRED
9 OTHER (SPECIFY)

Default Next: MATH-ANYPROBLEMS
Lead-In: MATH-TERMCHK [1:1]

MATH-ANYPROBLEMS

INTERVIEWER: YOU HAVE COMPLETED PIAT MATH. WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT OCCURRED DURING THIS ASSESSMENT?

1 YES ...(Go To MATH-PROBLEM)
0 NO

Default Next: PRR-AGECHK
Lead-In: MATH-TERMCHK [Default], MATH-RESNTERM [Default]

MATH-PROBLEM

RECORD PROBLEMS ENCOUNTERED:

Enter Answer: [ ]

Default Next: PRR-AGECHK
Lead-In: MATH-ANYPROBLEMS [1:1]

PRR-AGECHK

([PPVT AGE IN MONTHS])
COMMENT: CHECK PPVT AGE ELIGIBILITY FOR THIS ASSESSMENT

If Answer >= 60 AND Answer <= 179 Then GoTo PRR-PREPARE

Default Next: PRC-AGECHK
Lead-In: DEBUG-SKIP-MATH [1:1], MATH-AGECHK [Default], MATH-PROBLEM [Default], MATH-ANYPROBLEMS [Default]

PRR-PREPARE

******* PREPARE FOR ASSESSMENT: PIAT READING RECOGNITION *******

Default Next: DEBUG-SKIP-PRR
Lead-In: PRR-AGECHK [60:179]

DEBUG-SKIP-PRR

[DEBUGGING MODE SWITCH-SKIP SECTION?]>=1

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PRC-AGECHK
If Answer = 2 Then GoTo PRR-ANYPRESENT

Default Next: PRR-EXIST
Lead-In: PRR-PREPARE [Default]

PRR-EXIST

FILE([READING RECOGNITION FILE LOCATION])
COMMENT: IF ANSWER FILE EXISTS SKIP THE ASSESSMENT CALL, OTHERWISE PROCEED

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PRR-EXISTNOTE

Default Next: PRR-EXEC
Lead-In: DEBUG-SKIP-PRR [Default]

PRR-EXEC

COMMENT: BEGIN PIAT READING RECOGNITION AND SAVE A RETURN CODE

0 CALL SUCCESS
1 ASSESSMENT TERMINATED PREMATURELY

Default Next: PRR-ANYPRESENT
Lead-In: PRR-EXIST [Default]

PRR-EXISTNOTE

INTERVIEWER: THIS ASSESSMENT HAS BEEN COMPLETED (OR TERMINATED). YOU MAY NOT RESTART PIAT READING RECOGNITION.

Default Next: PRR-ANYPRESENT
Lead-In: PRR-EXIST [1:1]

PRR-ANYPRESENT

INTERVIEWER: WAS ANYONE BESIDE YOURSELF AND THE CHILD PRESENT IN THE ROOM DURING THE ADMINISTRATION OF PIAT READING RECOGNITION?

1 YES ...(Go To PRR-MOMPRESENT)
0 NO

Default Next: PRR-ENERGYLEV
Lead-In: PRR-EXEC [Default], DEBUG-SKIP-PRR [2:2], PRR-EXISTNOTE [Default]

PRR-MOMPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT_READING RECOGNITION...
...WAS MOTHER PRESENT?

1 YES ...(Go To PRR-MOMEFFECT)
0 NO

Default Next: PRR-DADPRESENT
Lead-In: PRR-ANYPRESENT [1:1]

PRR-MOMEFFECT

WHAT WAS THE EFFECT OF MOTHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRR-DADPRESENT
Lead-In: PRR-MOMPRESENT [1:1]

PRR-DADPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT_READING RECOGNITION...
...WAS FATHER PRESENT?

1 YES ...(Go To PRR-DADEFFECT)
0 NO

Default Next: PRR-ADULTPRES
Lead-In: PRR-MOMEFFECT [Default], PRR-MOMPRESENT [Default]

PRR-DADEFFECT

WHAT WAS THE EFFECT OF FATHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRR-ADULTPRES
Lead-In: PRR-DADPRESENT [1:1]

PRR-ADULTPRES

INTERVIEWER: DURING ADMINISTRATION OF PIAT_READING RECOGNITION...
...WERE ANY OTHER ADULTS PRESENT?

1 YES ...(Go To PRR-NUMADULTS)
0 NO

Default Next: PRR-KIDSPRESENT
Lead-In: PRR-DADPRESENT [Default], PRR-DADEFFECT [Default]

PRR-NUMADULTS

HOW MANY OTHER ADULTS WERE PRESENT?

Enter Answer: ☐

Default Next: PRR-ADULTEFF
Lead-In: PRR-ADULTPRES [1:1]

PRR-ADULTEFF

WHAT WAS THE EFFECT OF THE OTHER ADULT(S) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRR-KIDSPRESENT
Lead-In: PRR-NUMADULTS [Default]

PRR-KIDSPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT_READING RECOGNITION...
...WERE ANY OTHER CHILDREN PRESENT?

1 YES ...(Go To PRR-NUMKIDS)
0 NO

Default Next: PRR-TERMCHK
Lead-In: PRR-ADULTPRES [Default], PRR-ADULTEFF [Default]

PRR-NUMKIDS

HOW MANY OTHER CHILDREN WERE PRESENT?

Enter Answer: ☐

Default Next: PRR-KIDSEFF
Lead-In: PRR-KIDSPRESENT [1:1]

PRR-KIDSEFF

WHAT WAS THE EFFECT OF THE OTHER CHILD(REN) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRR-ENERGYLEV
Lead-In: PRR-NUMKIDS [Default]

PRR-ENERGYLEV

CODE CHILD'S ENERGY LEVEL DURING THIS SECTION.

1 LOW (TIRED)
2 MEDIUM
3 HIGH

Default Next: PRR-TERMCHK
Lead-In: PRR-ANYPRESENT [Default], PRR-KIDSEFF [Default]

PRR-TERMCHK

([READING RECOGNITION TERMINATED?]=1)
COMMENT: CHECK IF ASSESSMENT WAS TERMINATED PREMATURELY

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PRR-RESNTERM

Default Next: PRR-ANYPROBLEMS
Lead-In: PRR-KIDSPRESENT [Default], PRR-ENERGYLEV [Default]

PRR-RESNTERM

INTERVIEWER: WHAT WERE THE REASONS FOR PREMATURE TERMINATION OF THIS ASSESSMENT?
(MARK ALL THAT APPLY)

1 PARENT/GUARDIAN TERMINATED OR REFUSED
2 CHILD WOULD NOT RESPOND
3 MAJOR INTERRUPTION CAUSED TERMINATION
4 CHILD COULD NOT UNDERSTAND TASK
5 CHILD HAD LANGUAGE PROBLEM
6 CHILD EMOTIONAL CONDITION
7 CHILD PHYSICAL CONDITION
8 CHILD TOO TIRED
9 OTHER (SPECIFY)

Default Next: PRR-ANYPROBLEMS
Lead-In: PRR-TERMCHK [1:1]

PRR-ANYPROBLEMS

INTERVIEWER: YOU HAVE COMPLETED PIAT_READING RECOGNITION. WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT OCCURRED DURING THIS ASSESSMENT?

1 YES ...(Go To PRR-PROBLEM)
0 NO

Default Next: PRC-AGECHK
Lead-In: PRR-TERMCHK [Default], PRR-RESNTERM [Default]

PRR-PROBLEM

RECORD PROBLEMS ENCOUNTERED:

Enter Answer: [ ]

Default Next: PRC-AGECHK
Lead-In: PRR-ANYPROBLEMS [1:1]

PRC-AGECHK

([PPVT AGE IN MONTHS])
COMMENT: CHECK PPVT AGE ELIGIBILITY FOR THIS ASSESSMENT

If Answer >= 60 And Answer <= 179 Then GoTo PRC-PREPARE

Default Next: PPVT-AGECHK
Lead-In: DEBUG-SKIP-PRR [1:1], PRR-PROBLEM [Default], PRR-AGECHK [Default], PRR-ANYPROBLEMS [Default]

PRC-PREPARE

******* PREPARE FOR ASSESSMENT: PIAT READING COMPREHENSION *******

Default Next: DEBUG-SKIP-PRC
Lead-In: PRC-AGECHK [60:179]

DEBUG-SKIP-PRC

[DEBUGGING MODE SWITCH-SKIP SECTION?]

0 DEBUG MODE OFF (IF EXISTS)
1-999 DEBUG MODE ON - SKIP SECTION/SERIES
If Answer = 1 Then GoTo PPVT-AGECHK
If Answer = 2 Then GoTo PRC-ANYPRESENT

Default Next: PRC-EXIST
Lead-In: PRC-PREPARE [Default]

PRC-EXIST

FILE([READING COMPREHENSION FILE LOCATION])
COMMENT: IF ANSWER FILE EXISTS SKIP THE ASSESSMENT CALL, OTHERWISE PROCEED

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PRC-EXISTNOTE

Default Next: PRC-EXEC
Lead-In: DEBUG-SKIP-PRC [Default]

PRC-EXISTNOTE

INTERVIEWER: THIS ASSESSMENT HAS BEEN COMPLETED (OR TERMINATED). YOU MAY NOT RESTART PIAT READING COMPREHENSION.

Default Next: PRC-ANYPRESENT
Lead-In: PRC-EXIST [1:1]

PRC-EXEC

COMMENT: BEGIN PIAT READING COMPREHENSION AND SAVE A RETURN CODE

0 CALL SUCCESS
1 ASSESSMENT TERMINATED PREMATURELY

Default Next: PRC-ANYPRESENT
Lead-In: PRC-EXIST [Default]

PRC-ANYPRESENT

INTERVIEWER: WAS ANYONE BESIDE YOURSELF AND THE CHILD PRESENT IN THE ROOM DURING THE ADMINISTRATION OF PIAT READING COMPREHENSION?

1 YES ...(Go To PRC-MOMPRESENT)
0 NO
2 READING COMPREHENSION NOT ADMINISTERED

Default Next: PRC-ENERGYLEV
Lead-In: PRC-EXEC [Default],DEBUG-SKIP-PRC [2:2], PRC-EXISTNOTE [Default]

PRC-MOMPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT READING COMPREHENSION...
...WAS MOTHER PRESENT?

1 YES ...(Go To PRC-MOMEFFECT)
0 NO

Default Next: PRC-DADPRESENT
Lead-In: PRC-ANYPRESENT [1:1]

PRC-MOMEFFECT

WHAT WAS THE EFFECT OF MOTHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRC-DADPRESENT
Lead-In: PRC-MOMPRESENT [1:1]

PRC-DADPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT READING COMPREHENSION...
...WAS FATHER PRESENT?

1 YES ...(Go To PRC-DADEFFECT)
0 NO

Default Next: PRC-ADULTPRES
Lead-In: PRC-MOMPRESENT [Default], PRC-MOMEFFECT [Default]

PRC-DADEFFECT

WHAT WAS THE EFFECT OF FATHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRC-ADULTPRES
Lead-In: PRC-DADPRESENT [1:1]

PRC-ADULTPRES

INTERVIEWER: DURING ADMINISTRATION OF PIAT READING COMPREHENSION...
...WERE ANY OTHER ADULTS PRESENT?

1 YES ...(Go To PRC-NUMADULTS)
0 NO

Default Next: PRC-KIDSPRESENT
Lead-In: PRC-DADPRESENT [Default], PRC-DADEFFECT [Default]

PRC-NUMADULTS

HOW MANY OTHER ADULTS WERE PRESENT?

Enter Answer: ☐

Default Next: PRC-ADULTEFF
Lead-In: PRC-ADULTPRES [1:1]

PRC-ADULTEFF

WHAT WAS THE EFFECT OF THE OTHER ADULT(S) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRC-KIDSPRESENT
Lead-In: PRC-NUMADULTS [Default]

PRC-KIDSPRESENT

INTERVIEWER: DURING ADMINISTRATION OF PIAT READING COMPREHENSION...
...WERE ANY OTHER CHILDREN PRESENT?

1 YES ...(Go To PRC-NUMKIDS)
0 NO

Default Next: PRC-ENERGYLEV
Lead-In: PRC-ADULTPRES [Default], PRC-ADULTEFF [Default]

PRC-NUMKIDS

HOW MANY OTHER CHILDREN WERE PRESENT?

Enter Answer: ☐

Default Next: PRC-KIDSEFF
Lead-In: PRC-KIDSPRESENT [1:1]

PRC-KIDSEFF

WHAT WAS THE EFFECT OF THE OTHER CHILD(REN) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PRC-ENERGYLEV
Lead-In: PRC-NUMKIDS [Default]

PRC-ENERGYLEV

CODE CHILD'S ENERGY LEVEL DURING THIS SECTION.

1 LOW (TIRED)
2 MEDIUM
3 HIGH
4 READING COMPREHENSION NOT ADMINISTERED

Default Next: PRC-TERMCHK
Lead-In: PRC-KIDSEFF [Default], PRC-ANYPRESENT [Default], PRC-KIDSPRESENT [Default]

PRC-TERMCHK

([READING COMPREHENTION TERMINATED?]=1)
COMMENT: CHECK IF ASSESSMENT WAS TERMINATED PREMATURELY

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PRC-RESNTERM

Default Next: PRC-ANYPROBLEMS
Lead-In: PRC-ENERGYLEV [Default]

PRC-RESNTERM

INTERVIEWER: WHAT WERE THE REASONS FOR PREMATURE TERMINATION OF THIS ASSESSMENT?
(MARK ALL THAT APPLY)

1 PARENT/GUARDIAN TERMINATED OR REFUSED
2 CHILD WOULD NOT RESPOND
3 MAJOR INTERRUPTION CAUSED TERMINATION
4 CHILD COULD NOT UNDERSTAND TASK
5 CHILD HAD LANGUAGE PROBLEM
6 CHILD EMOTIONAL CONDITION
7 CHILD PHYSICAL CONDITION
8 CHILD TOO TIRED
9 OTHER (SPECIFY)

Default Next: PRC-ANYPROBLEMS
Lead-In: PRC-TERMCHK [1:1]

PRC-ANYPROBLEMS

INTERVIEWER: YOU HAVE COMPLETED PIAT READING COMPREHENSION. WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT OCCURRED DURING THIS ASSESSMENT?

1 YES ...(Go To PRC-PROBLEM)
0 NO
2 READING COMPREHENSION NOT ADMINISTERED

Default Next: PPVT-AGECHK
Lead-In: PRC-TERMCHK [Default], PRC-RESNTERM [Default]

PRC-PROBLEM

RECORD PROBLEMS ENCOUNTERED:

Enter Answer:

Default Next: PPVT-AGECHK
Lead-In: PRC-ANYPROBLEMS [1:1]

PPVT-AGECHK

([PPVT AGE IN MONTHS])
COMMENT: CHECK PPVT AGE ELIGIBILITY FOR THIS ASSESSMENT

If Answer >= 48 AND Answer <= 71 Then GoTo PPVT-PREPARE
If Answer >= 120 AND Answer <= 143 Then GoTo PPVT-PREPARE

Default Next: CST-CONTINUE
Lead-In: DEBUG-SKIP-PRC [1:1], PRC-PROBLEM [Default], PRC-AGECHK [Default], PRC-ANYPROBLEMS [Default]

PPVT-PREPARE

******* PREPARE FOR ASSESSMENT: PPVT *******

Default Next: DEBUG-SKIP-PPVT
Lead-In: PPVT-AGECHK [48:71], PPVT-AGECHK [120:143]

DEBUG-SKIP-PPVT

[DEBUGGING MODE SWITCH-SKIP SECTION?]

0 DEBUG MODE OFF (IF EXISTS)
1-99 DEBUG MODE ON - SKIP SECTION/SERIES
If Answer = 1 Then GoTo CST-CONTINUE
If Answer = 2 Then GoTo PPVT-ANYPRESENT

Default Next: PPVT-EXIST
Lead-In: PPVT-PREPARE [Default]

PPVT-EXIST

FILE([PPVT FILE LOCATION])
COMMENT: IF ANSWER FILE EXISTS SKIP THE ASSESSMENT CALL, OTHERWISE PROCEED

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PPVT-EXISTNOTE

Default Next: PPVT-EXEC
Lead-In: DEBUG-SKIP-PPVT [Default]

PPVT-EXEC

COMMENT: BEGIN PPVT AND SAVE RETURN CODE

0 CALL SUCCESS
1 ASSESSMENT TERMINATED PREMATURELY

Default Next: PPVT-ANYPRESENT
Lead-In: PPVT-EXIST [Default]

PPVT-EXISTNOTE

INTERVIEWER: THIS ASSESSMENT HAS BEEN COMPLETED (OR TERMINATED). YOU MAY NOT RESTART PPVT.

Default Next: PPVT-ANYPRESENT
Lead-In: PPVT-EXIST [1:1]

PPVT-ANYPRESENT

INTERVIEWER: WAS ANYONE BESIDE YOURSELF AND THE CHILD PRESENT IN THE ROOM DURING THE ADMINISTRATION OF THE PPVT?

1 YES ...(Go To PPVT-MOMPRESENT)
0 NO

Default Next: PPVT-ENERGYLEV
Lead-In: PPVT-EXEC [Default], DEBUG-SKIP-PPVT [2:2], PPVT-EXISTNOTE [Default]

PPVT-MOMPRESENT

INTERVIEWER: DURING ADMINISTRATION OF THE PPVT...
...WAS MOTHER PRESENT?

1 YES ...(Go To PPVT-MOMEFFECT)
0 NO

Default Next: PPVT-DADPRESENT
Lead-In: PPVT-ANYPRESENT [1:1]

PPVT-MOMEFFECT

WHAT WAS THE EFFECT OF MOTHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PPVT-DADPRESENT
Lead-In: PPVT-MOMPRESENT [1:1]

PPVT-DADPRESENT

INTERVIEWER: DURING ADMINISTRATION OF THE PPVT...
...WAS FATHER PRESENT?

1 YES ...(Go To PPVT-DADEFFECT)
0 NO

Default Next: PPVT-ADULTPRES
Lead-In: PPVT-MOMEFFECT [Default], PPVT-MOMPRESENT [Default]

PPVT-DADEFFECT

WHAT WAS THE EFFECT OF FATHER'S PRESENCE ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PPVT-ADULTPRES
Lead-In: PPVT-DADPRESENT [1:1]

PPVT-ADULTPRES

INTERVIEWER: DURING ADMINISTRATION OF THE PPVT...
...WERE ANY OTHER ADULTS PRESENT?

1 YES ...(Go To PPVT-NUMADULTS)
0 NO

Default Next: PPVT-KIDSPRESENT
Lead-In: PPVT-DADPRESENT [Default], PPVT-DADEFFECT [Default]

PPVT-NUMADULTS

HOW MANY OTHER ADULTS WERE PRESENT?

Enter Answer: ☐

Default Next: PPVT-ADULTEFF
Lead-In: PPVT-ADULTPRES [1:1]

PPVT-ADULTEFF

WHAT WAS THE EFFECT OF THE OTHER ADULT(S) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PPVT-KIDSPRESENT
Lead-In: PPVT-NUMADULTS [Default]

PPVT-KIDSPRESENT

INTERVIEWER: DURING ADMINISTRATION OF THE PPVT...
...WERE ANY OTHER CHILDREN PRESENT?

1 YES ...(Go To PPVT-NUMKIDS)
0 NO

Default Next: PPVT-ENERGYLEV
Lead-In: PPVT-ADULTPRES [Default], PPVT-ADULTEFF [Default]

PPVT-NUMKIDS

HOW MANY OTHER CHILDREN WERE PRESENT?

Enter Answer: ☐

Default Next: PPVT-KIDSEFF
Lead-In: PPVT-KIDSPRESENT [1:1]

PPVT-KIDSEFF

WHAT WAS THE EFFECT OF THE OTHER CHILD(REN) ON [Child First Name]'S PERFORMANCE?

1 SEEMED TO BE HARMFUL
2 NONE OBSERVABLE
3 SEEMED TO IMPROVE

Default Next: PPVT-ENERGYLEV
Lead-In: PPVT-NUMKIDS [Default]

PPVT-ENERGYLEV

CODE CHILD'S ENERGY LEVEL DURING THIS SECTION.

1 LOW (TIRED)
2 MEDIUM
3 HIGH

Default Next: PPVT-TERMCHK
Lead-In: PPVT-KIDSEFF [Default], PPVT-ANYPRESENT [Default], PPVT-KIDSPRESENT [Default]

PPVT-TERMCHK

[PPVT TERMINATED?]=1
COMMENT: CHECK IF ASSESSMENT WAS TERMINATED PREMATURELY

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo PPVT-RESNTERM

Default Next: PPVT-ANYPROBLEMS
Lead-In: PPVT-ENERGYLEV [Default]

PPVT-RESNTERM

INTERVIEWER: WHAT WERE THE REASONS FOR PREMATURE TERMINATION OF THIS ASSESSMENT?
(MARK ALL THAT APPLY)

1 PARENT/GUARDIAN TERMINATED OR REFUSED
2 CHILD WOULD NOT RESPOND
3 MAJOR INTERRUPTION CAUSED TERMINATION
4 CHILD COULD NOT UNDERSTAND TASK
5 CHILD HAD LANGUAGE PROBLEM
6 CHILD EMOTIONAL CONDITION
7 CHILD PHYSICAL CONDITION
8 CHILD TOO TIRED
9 OTHER (SPECIFY)

Default Next: PPVT-ANYPROBLEMS
Lead-In: PPVT-TERMCHK [1:1]

PPVT-ANYPROBLEMS

INTERVIEWER: YOU HAVE COMPLETED PEABODY PICTURE VOCABULARY. WERE THERE ANY PROBLEMS NOT ALREADY NOTED THAT OCCURRED DURING THIS ASSESSMENT?

1 YES ...(Go To PPVT-PROBLEM)
0 NO

Default Next: CST-CONTINUE
Lead-In: PPVT-TERMCHK [Default], PPVT-RESNTERM [Default]

PPVT-PROBLEM

RECORD PROBLEMS ENCOUNTERED:

Enter Answer: [ ]

Default Next: CST-CONTINUE
Lead-In: PPVT-ANYPROBLEMS [1:1]

CST-CONTINUE

PRESS ENTER TO CONTINUE WITH CHILD CAPI SUPPLEMENT.

Default Next: DEBUG-SKIP-SCHOOL
Lead-In: DEBUG-SKIP-PPVT [1:1], PPVT-AGECHK [Default], PPVT-PROBLEM [Default], PPVT-ANYPROBLEMS [Default]

Schooling – Child Report

DEBUG-SKIP-SCHOOL

[DEBUGGING MODE SWITCH-SKIP SECTION?]

0 DEBUG MODE OFF (IF EXISTS)
1-99 DEBUG MODE ON - SKIP SECTION/SERIES
If Answer = 1 Then GoTo CS-END-OF-R-ITEMS

Default Next: SCHL-AGECK1
Lead-In: CST-CONTINUE [Default], CST-NOTE-UNDERAGE [Default], CST-NOTE-NOPERM [Default], CST-NOTE-PHONEINT [Default], CST-NOTE-FLAGCASE [Default]

SCHL-AGECK1

([CHILD AGE (YEARS)] >= 8) AND ([CONSENT FLAG]=1 OR [CONSENT FLAG]=2)
COMMENT: IF CHILD LT 8, OR CONSENT NOT GIVEN, SKIP SCHOOL Q's AND START EVAL. OF TESTING CONDITIONS

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo SCHL-TITLE

Default Next: CS-WORK-AGECK
Lead-In: DEBUG-SKIP-SCHOOL [Default]

SCHL-TITLE

**** BEGIN SECTION: SCHOOLING ****
PREPARE TO CONTINUE INTERVIEW WITH CHILD

Default Next: SCHL-DATECHK
Lead-In: SCHL-AGECK1 [1:1]

SCHL-DATECHK

([DATE OF CS INTERVIEW]>[AUTUMN DATE])

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo SCHL-TERMCHK

Default Next: SCHL-INTRO
Lead-In: SCHL-TITLE [Default]

SCHL-TERMCHK

Now I would like to ask you a few questions about school.
Have you started the [SCHOOL FALL] school year?

1 Yes
0 No

Default Next: SCHL-INTRO
Lead-In: SCHL-DATECHK [1:1]

SCHL-INTRO

For the next questions about school, please think about the [SCHOOL TERM] regular school year.

Default Next: SCHL-1
Lead-In: SCHL-DATECHK [Default], SCHL-TERMCHK [Default]

SCHL-1

About how much time do you spend on homework each week in school?
(INTERVIEWER: RECORD # OF HOURS.)

Enter Answer: ☐
If Answer = -2 Then GoTo SCHL-1A

Default Next: SCHL-2
Lead-In: SCHL-INTRO [Default]

SCHL-1A

Which of these is closer to the amount of time you usually spend on homework during school each week?

1 1-4 hours
2 5-9 hours
3 10-14 hours
4 15-19 hours
5 20 or more hours

Default Next: SCHL-2
Lead-In: SCHL-1 [-2:-2]

SCHL-2

And about how much time do you spend on homework each week outside of school?
(INTERVIEWER: RECORD # OF HOURS.)

Enter Answer: ☐
If Answer = -2 Then GoTo SCHL-2A

Default Next: SCHL-3
Lead-In: SCHL-1 [Default], SCHL-1A [Default]

SCHL-2A

Which of these is closer to the amount of time you usually spend on homework outside of school each week?

1 1-4 hours
2 5-9 hours
3 10-14 hours
4 15-19 hours
5 20 or more hours

Default Next: SCHL-3
Lead-In: SCHL-2 [-2:-2]

SCHL-3

How many hours each week do you read for fun? (Do not count any school-assigned reading.)
(INTERVIEWER: RECORD # OF HOURS.)

Enter Answer: ☐
If Answer = -2 Then GoTo SCHL-3A

Default Next: SCHL-4
Lead-In: SCHL-2A [Default], SCHL-2 [Default]

SCHL-3A

Which of these is closest to the amount of time you usually spend on reading for fun each week?

1 1-4 hours
2 5-9 hours
3 10-14 hours
4 15-19 hours
5 20 or more hours

Default Next: SCHL-4
Lead-In: SCHL-3 [-2:-2]

SCHL-4

(HAND CHILD SCHOOLING SHOWCARD, AND REFER TO ANSWER LIST #1.)
[When you have language arts or English class how often does your teacher.../How often does your teacher...]
...review work from the previous day?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-5
Lead-In: SCHL-3A [Default], SCHL-3 [Default]

SCHL-5

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...lecture or teach to the whole class at the same time?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-6
Lead-In: SCHL-4 [Default]

SCHL-6

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...have you use a textbook or workbook?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-7
Lead-In: SCHL-5 [Default]

SCHL-7

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...have you explain your work or give a report in front of the class (or give a report out loud)?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-8
Lead-In: SCHL-6 [Default]

SCHL-8

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...have you work in small groups with other students?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-9
Lead-In: SCHL-7 [Default]

SCHL-9

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...read to you in class?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-10
Lead-In: SCHL-8 [Default]

SCHL-10

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...have you read books in class?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-11
Lead-In: SCHL-9 [Default]

SCHL-11

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...have you work on a writing assignment (paper, story, report, poem, etc.)?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-12
Lead-In: SCHL-10 [Default]

SCHL-12

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...assign you work sheets or workbook pages in class?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-13
Lead-In: SCHL-11 [Default]

SCHL-13

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...have you use a computer?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-14
Lead-In: SCHL-12 [Default]

SCHL-14

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...give you a quiz or test?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-15
Lead-In: SCHL-13 [Default]

SCHL-15

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...give you homework?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day
6 Teacher/school does not give homework (too young)

Default Next: SCHL-16
Lead-In: SCHL-14 [Default]

SCHL-16

([When you have language arts or English class how often does your teacher.../How often does your teacher...])
...grade your homework and pass it back?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day
6 Teacher/school does not give homework (too young)

Default Next: SCHL-17
Lead-In: SCHL-15 [Default]

SCHL-17

How often do(es) your parent(s)...check on whether you have done your homework?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day
6 Teacher/school does not give homework (too young)

Default Next: SCHL-18
Lead-In: SCHL-16 [Default]

SCHL-18

(How often do(es) your parent(s)...)
...help you with your homework?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day
6 Teacher/school does not give homework (too young)

Default Next: SCHL-19
Lead-In: SCHL-17 [Default]

SCHL-19

(How often do(es) your parent(s)...)
...require you to do work or chores around the home?

0 Never
1 Less than once a month
2 1-2 times a month
3 1-2 times a week
4 Almost every day
5 Every day

Default Next: SCHL-20
Lead-In: SCHL-18 [Default]

SCHL-20

Do(es) your parent(s)...give you special privileges because of good grades or progress reports?

1 Yes
0 No

Default Next: SCHL-21
Lead-In: SCHL-19 [Default]

SCHL-21

(Do(es) your parent(s) ...)
...limit privileges because of poor grades or progress report?

1 Yes
0 No

Default Next: SCHL-22
Lead-In: SCHL-20 [Default]

SCHL-22

(REFER TO SCHOOLING SHOWCARD ANSWER LIST #2.)
How often do your parent(s)...limit the amount of time you can spend watching TV or playing video games?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-AGECK3
Lead-In: SCHL-21 [Default]

SCHL-AGECK3

([CHILD AGE (YEARS)] <10)
COMMENT: IF CHILD LT 10 YEARS, GO TO SCHL-24

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo SCHL-24

Default Next: SCHL-23
Lead-In: SCHL-22 [Default]

SCHL-23

(How often do your parent(s) ...)
...limit the amount of time you go out with friends on school nights?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-24
Lead-In: SCHL-AGECK3 [Default]

SCHL-24

In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...
...school activities or events of particular interest to you?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-25
Lead-In: SCHL-AGECK3 [1:1], SCHL-23 [Default]

SCHL-25

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...things you've studied in class?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-26
Lead-In: SCHL-24 [Default]

SCHL-26

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...your grades or report card?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-27
Lead-In: SCHL-25 [Default]

SCHL-27

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...community, national, or world events?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-28
Lead-In: SCHL-26 [Default]

SCHL-28

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...plans and preparation for district, state, or national tests (such as the ACT, SAT, or state proficiency exams)?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-AGECK4
Lead-In: SCHL-27 [Default]

SCHL-AGECK4

([CHILD AGE (YEARS)] < 10)
COMMENT: IF CHILD LT 10 YEARS, GO TO SCHL-31/

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo SCHL-31

Default Next: SCHL-29
Lead-In: SCHL-28 [Default]

SCHL-29

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...selecting courses or programs at school?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-30
Lead-In: SCHL-AGECK4 [Default]

SCHL-30

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...going to college?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-31
Lead-In: SCHL-29 [Default]

SCHL-31

(In the first half of the school year, how often have you discussed the following with either or both of your parents (or guardians)...)
...things that are troubling you?

0 Never
1 Rarely
2 Sometimes
3 Often

Default Next: SCHL-32
Lead-In: SCHL-AGECK4 [1:1], SCHL-30 [Default]

SCHL-32

(REFER TO SCHOOLING SHOWCARD ANSWER LIST #3.)
In the first half of the school year, how many times did either of your parents (or guardians)...
...attend a school meeting?

0 Never/almost never
1 1-2 times a term
2 Once a month
3 1-2 times a month
4 Once a week or more

Default Next: SCHL-33
Lead-In: SCHL-31 [Default]

SCHL-33

(In the first half of the school year, how many times did either of your parents (or guardians)...)
...phone or speak to your teacher or counselor?

0 Never/almost never
1 1-2 times a term
2 Once a month
3 1-2 times a month
4 Once a week or more

Default Next: SCHL-34
Lead-In: SCHL-32 [Default]

SCHL-34

(In the first half of the school year, how many times did either of your parents (or guardians)...)
...attend a school event in which you participated?

0 Never/almost never
1 1-2 times a term
2 Once a month
3 1-2 times a month
4 Once a week or more

Default Next: SCHL-35
Lead-In: SCHL-33 [Default]

SCHL-35

(In the first half of the school year, how many times did either of your parents (or guardians)...)
...act as a volunteer at your school?

0 Never/almost never
1 1-2 times a term
2 Once a month
3 1-2 times a month
4 Once a week or more

Default Next: CS-WORK-AGECK
Lead-In: SCHL-34 [Default]

Work for Pay & Religion

CS-WORK-AGECK

([CHILD AGE (YEARS)]>=10) AND ([CONSENT FLAG]=1 OR [CONSENT FLAG]=2)

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-WORKFORPAY

Default Next: CS-END-OF-R-ITEMS
Lead-In: SCHL-AGECK1 [Default], SCHL-35 [Default]

CS-WORKFORPAY

Not counting jobs around the house, do you ever do any work for pay (including babysitting, paper route, or yard work for neighbors)?

1 Yes ...(Go To CS-TYPEOFWORK)
0 No

Default Next: CS-RELIGION
Lead-In: CS-WORK-AGECK [1:1]

CS-TYPEOFWORK

If you do any work for pay outside your own home, what do you do? (What are your duties)? (MARK ALL THAT APPLY)

1 Babysitting
2 Cleaning house; housework
3 Yard work; mow lawns
4 Fast food worker
5 Waiting tables
6 Clerk, bag person, cashier, sales person
7 Newspaper carrier or paper delivery
8 Plant care, pet care, or house care for neighbors who are away
9 Farm work, field work, agricultural
10 Construction, painting, carpentry, wiring
11 Office work, typing, filing, answer phones
12 Other (SPECIFY)

Default Next: CS-WORKFREQ
Lead-In: CS-WORKFORPAY [1:1]

CS-WORKFREQ

When you do these kinds of jobs, how often do you usually work?

1 About once a month
2 A few times a month
3 About once a week
4 A few times a week
5 4 or more times a week
6 Every day

Default Next: CS-HRSPERWK
Lead-In: CS-TYPEOFWORK [Default]

CS-HRSPERWK

Please think about the last three months. How many hours have you worked in a usual week?
(Enter Hours Per Week)

Enter Answer:
Default Next: CS-EARNPERWK
Lead-In: CS-WORKFREQ [Default]

CS-EARNPERWK

On the average, how much money do you USUALLY MAKE in a week?
(ENTER AMOUNT PER WEEK, WITH DECIMAL POINT - e.g., 999.99)

Enter Answer:
Default Next: CS-RELIGION
Lead-In: CS-HRSPERWK [Default]

CS-RELIGION

What is your present religion, if any?

1 BAPTIST
2 EPISCOPALIAN
3 LUTHERAN
4 METHODIST
5 PRESBYTERIAN
6 ROMAN CATHOLIC
7 JEWISH
8 MUSLIM, MOSLEM; ISLAM
9 MORMON
10 OTHER CHRISTIAN
11 OTHER PROTESTANT
12 OTHER (SPECIFY)
13 NONE

Default Next: CS-END-OF-R-ITEMS
Lead-In: CS-WORKFORPAY [Default], CS-EARNPERWK [Default]

Evaluation of Test Conditions

CS-END-OF-R-ITEMS

INTERVIEWER: YOU HAVE REACHED THE END OF THE RESPONDENT ITEMS FOR THIS INSTRUMENT.
PRESS <ENTER> TO PROCEED TO INTERVIEWER-ONLY ITEMS.

Default Next: CS-SAS-AGECK
Lead-In: DEBUG-SKIP-SCHOOL [1:1], CS-RELIGION [Default], CS-WORK-AGECK [Default]

CS-SAS-AGECK

([CHILD AGE (YEARS)]>=10) and ([CONSENT FLAG]=1 or [CONSENT FLAG]=2)
COMMENT: DO JUMPS DEPENDING ON CHILD AGE

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CS-SAS-REMIND

Default Next: CSEV-TITLE
Lead-In: CS-END-OF-R-ITEMS [Default]

CS-SAS-REMIND

INTERVIEWER:
REMINDER - GIVE [Child Full Name] THE CHILD SELF-ADMINISTERED SUPPLEMENT, IF YOU HAVE NOT ALREADY DONE SO.
IF THIS IS A TELEPHONE INTERVIEW, TRY TO ADMINISTER THE CSAS TO [Child Full Name] OVER THE PHONE.

Default Next: CSEV-TITLE
Lead-In: CS-SAS-AGECK [1:1]

CSEV-TITLE

**** BEGIN SECTION: EVALUATION OF TESTING CONDITIONS *****

Default Next: CSEV-ASSESS-CK
Lead-In: CS-SAS-AGECK [Default], CS-SAS-REMIND [Default]

CSEV-ASSESS-CK

([ASSESSMENT FLAG]=1)
COMMENT: IF ANY ASSESSMENT WAS STARTED, GET EVALUATION OF TESTING CONDITIONS. OTHERWISE, SKIP.

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CSEV-1A

Default Next: CSEV-5
Lead-In: CSEV-TITLE [Default]

CSEV-1A

INTERVIEWER: DURING THE INTERVIEW, HOW WAS [Child First Name]'S...ATTITUDE TOWARD BEING TESTED?

1 POOR
2 BELOW AVERAGE
3 AVERAGE
4 ABOVE AVERAGE
5 EXCELLENT
6 UNABLE TO ASSESS CHILD AT ALL

Default Next: CSEV-1B
Lead-In: CSEV-ASSESS-CK [1:1]

CSEV-1B

INTERVIEWER: HOW WAS [Child First Name]'S...RAPPORT WITH INTERVIEWER?

1 POOR
2 BELOW AVERAGE
3 AVERAGE
4 ABOVE AVERAGE
5 EXCELLENT
6 UNABLE TO ASSESS CHILD AT ALL

Default Next: CSEV-1C
Lead-In: CSEV-1A [Default]

CSEV-1C

INTERVIEWER: HOW WAS [Child First Name]'S... PERSEVERANCE/PERSISTENCE?

1 POOR
2 BELOW AVERAGE
3 AVERAGE
4 ABOVE AVERAGE
5 EXCELLENT
6 UNABLE TO ASSESS CHILD AT ALL

Default Next: CSEV-1D
Lead-In: CSEV-1B [Default]

CSEV-1D

INTERVIEWER: HOW WAS [Child First Name]'S...COOPERATION?

1 POOR
2 BELOW AVERAGE
3 AVERAGE
4 ABOVE AVERAGE
5 EXCELLENT
6 UNABLE TO ASSESS CHILD AT ALL

Default Next: CSEV-1E
Lead-In: CSEV-1C [Default]

CSEV-1E

INTERVIEWER: HOW WAS [Child First Name]'S...MOTIVATION/INTEREST?

1 POOR
2 BELOW AVERAGE
3 AVERAGE
4 ABOVE AVERAGE
5 EXCELLENT
6 UNABLE TO ASSESS CHILD AT ALL ...(Go To CSEV-3)

Default Next: CSEV-2A
Lead-In: CSEV-1D [Default]

CSEV-2A

INTERVIEWER: DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH [Child First Name]'S... VISUAL SHARPNESS?

1 YES
0 NO

Default Next: CSEV-2B
Lead-In: CSEV-1E [Default]

CSEV-2B

INTERVIEWER: DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH [Child First Name]'S... HEARING?

1 YES
0 NO

Default Next: CSEV-2C
Lead-In: CSEV-2A [Default]

CSEV-2C

INTERVIEWER: DURING THE INTERVIEW WERE THERE ANY PROBLEMS WITH [Child First Name]'S... STATE OF HEALTH?

1 YES
0 NO

Default Next: CSEV-2D
Lead-In: CSEV-2B [Default]

CSEV-2D

(([CSEV-2A]=1) OR ([CSEV-2B]=1) OR ([CSEV-2C]=1))
COMMENT: WERE ANY OF THE LAST THREE ITEMS ABOUT STATE OF CHILD HEALTH MARKED YES?

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CSEV-2E

Default Next: CSEV-3
Lead-In: CSEV-2C [Default]

CSEV-2E

INTERVIEWER: WHAT WAS THE NATURE OF THE PROBLEM WITH [Child First Name]'S VISION, HEARING, OR HEALTH?

Enter Answer:

Default Next: CSEV-3
Lead-In: CSEV-2D [1:1]

CSEV-3

([PPVT AGE IN MONTHS] < 48)
COMMENT: IF CHILD AGE IS LESS THAN 3 YRS, 11 MONTHS, 16 DAYS (PPVT AGE 4) SKIP TO CSEV-4

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CSEV-4

Default Next: CSEV-3B
Lead-In: CSEV-1E [6:6], CSEV-2D [Default], CSEV-2E [Default]

CSEV-3B

INTERVIEWER: HOW SHY AND ANXIOUS WAS [Child First Name] AT THE END OF THE INTERVIEW?

1 (1) NOT AT ALL SHY OR ANXIOUS/SOCIABLE & FRIENDLY
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) EXTREMELY SHY/QUIET/WITHDRAWN
6 (6) UNABLE TO ASSESS CHILD (SPECIFY)

Default Next: CSEV-4
Lead-In: CSEV-3 [Default]

CSEV-4

INTERVIEWER: DID ANY INTERFERENCES OCCUR DURING THE INTERVIEW?

1 YES ...(Go To CSEV-4A)
0 NO

Default Next: CSEV-5
Lead-In: CSEV-3 [1:1], CSEV-3B [Default]

CSEV-4A

INTERVIEWER (ON A SCALE FROM 1 TO 5): CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
NOISE LEVEL.

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-4B
Lead-In: CSEV-4 [1:1]

CSEV-4B

INTERVIEWER (ON A SCALE FROM 1 TO 5): CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
INTERRUPTIONS.

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-4C
Lead-In: CSEV-4A [Default]

CSEV-4C

INTERVIEWER (ON A SCALE FROM 1 TO 5): CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
DISTRACTIONS.

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-4D
Lead-In: CSEV-4B [Default]

CSEV-4D

INTERVIEWER (ON A SCALE FROM 1 TO 5): CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
LIGHT.

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-4E
Lead-In: CSEV-4C [Default]

CSEV-4E

INTERVIEWER (ON A SCALE FROM 1 TO 5): CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
TEMPERATURE.

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-4F
Lead-In: CSEV-4D [Default]

CSEV-4F

INTERVIEWER (ON A SCALE FROM 1 TO 5): CODE EACH CATEGORY BY AMOUNT OF INTERFERENCE:
PRESENCE OF OTHERS.

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-4G
Lead-In: CSEV-4E [Default]

CSEV-4G

INTERVIEWER: WERE THERE ANY OTHER SOURCES OF INTERFERENCE?

1 YES ...(Go To CSEV-4H1)
0 NO

Default Next: CSEV-5
Lead-In: CSEV-4F [Default]

CSEV-4H1

INTERVIEWER: WHAT WAS THE SOURCE OF THE INTERFERENCE?
(IF NO OTHER SOURCES OF INTERFERENCE, BACK UP AND CORRECT CSEV-4G.)

Enter Answer:
Default Next: CSEV-4H2
Lead-In: CSEV-4G [1:1]

CSEV-4H2

(INTERVIEWER: YOU SAID THE CAUSE OF INTERFERENCE WAS: [EVALUATION TEXT ENTRY].
CODE SOURCE FOR AMOUNT OF INTERFERENCE CAUSED (ON A SCALE FROM 1 TO 5).

1 (1) INTERFERING
2 (2) *
3 (3) (MIDPOINT)
4 (4) *
5 (5) NOT INTERFERING
6 (6) NOT APPLICABLE

Default Next: CSEV-5
Lead-In: CSEV-4H1 [Default]

CSEV-5

INTERVIEWER: WHERE WAS THIS CHILD INTERVIEW ADMINISTERED?

1 CHILD'S RESIDENCE
2 OTHER PRIVATE RESIDENCE
3 TELEPHONE INTERVIEW
4 OTHER SITE (SPECIFY)

Default Next: CSEV-6
Lead-In: CSEV-ASSESS-CK [Default], CSEV-4 [Default], CSEV-4H2 [Default], CSEV-4G [Default]

CSEV-6

INTERVIEWER: IS THE MOTHER SUPPLEMENT COMPLETED?

1 YES ...(Go To CSEV-6B)
0 NO

Default Next: CSEV-6A
Lead-In: CSEV-5 [Default]

CSEV-6A

INTERVIEWER: IF YOU HAVE NOT YET ADMINISTERED THE MOTHER SUPPLEMENT INSTRUMENT, BE SURE TO SCHEDULE A TIME TO COMPLETE IT.

Default Next: CSEV-6B
Lead-In: CSEV-6 [Default]

CSEV-6B

([PPVT AGE IN MONTHS] >= 48) AND ([CONSENT FLAG]=1)
COMMENT: DO JUMPS DEPENDING ON CHILD AGE

1 YES/CONDITION APPLIES
0 NO/CONDITION DOES NOT APPLY
If Answer = 1 Then GoTo CSEV-7

Default Next: CSEV-10
Lead-In: CSEV-6 [1:1], CSEV-6A [Default]

CSEV-7

INTERVIEWER: HAVE ALL APPROPRIATE ASSESSMENTS IN THIS CHILD SUPPLEMENT BEEN COMPLETED?

1 YES ...(Go To CSEV-10)
0 NO

Default Next: CSEV-8
Lead-In: CSEV-6B [1:1]

CSEV-8

INTERVIEWER: WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY OR ANY SECTIONS LEFT INCOMPLETE?
(ENTER REASON AND CODE ON FOLLOWING SCREEN.)

Enter Answer:

Default Next: CSEV-9
Lead-In: CSEV-7 [Default]

CSEV-9

INTERVIEWER: CODE REASON - WHY WAS CHILD SUPPLEMENT TERMINATED PREMATURELY OR ANY SECTIONS LEFT INCOMPLETE?
FROM PREVIOUS SCREEN: [REASON INCOMPLETE]

1 PARENT/GUARDIAN TERMINATED
2 CHILD TIRED OR SICK
3 CHILD COULDN'T UNDERSTAND
4 INTERRUPTION
5 CHILD NOT PRESENT
6 OTHER (SPECIFY)

Default Next: CSEV-10
Lead-In: CSEV-8 [Default]

CSEV-10

INTERVIEWER: CHOOSE "ENGLISH" IF THIS CHILD SUPPLEMENT WAS ADMINISTERED ONLY IN ENGLISH...
IF YOU HELPED THE RESPONDENT IN SPANISH (OR OTHER LANGUAGE), CHOOSE SPANISH (OR OTHER LANGUAGE) AND EXPLAIN IN COMMENT.

1 ENGLISH
2 SPANISH
3 OTHER (SPECIFY)

Default Next: CSOB-TITLE
Lead-In: CSEV-7 [1:1], CSEV-6B [Default], CSEV-9 [Default]

Home Observations

CSOB-TITLE

**** BEGIN SECTION: OBSERVATIONS OF THE HOME*****

Default Next: CSOB-AGECK1
Lead-In: CSEV-10 [Default]

CSOB-AGECK1

[CHILD AGE IN MONTHS]
COMMENT: DO JUMPS DEPENDING ON CHILD AGE

0-35 Months
36-71 Months
72-179 Months
If Answer >= 0 AND Answer <= 35 Then GoTo CSOB-1A
If Answer >= 36 AND Answer <= 71 Then GoTo CSOB-1B
If Answer >= 72 AND Answer <= 179 Then GoTo CSOB-1C

Default Next: CSOB-1A
Lead-In: CSOB-TITLE [Default]

CSOB-1A

INTERVIEWER: DID YOU OBSERVE [Child Full Name] AND [his/her] MOTHER TOGETHER AT ANY TIME?

1 YES
0 NO ...(Go To CSOB-9A)

Default Next: CSOB-2A
Lead-In: CSOB-AGECK1 [0:35], CSOB-AGECK1 [Default]

CSOB-2A

INTERVIEWER: (MOTHER/GUARDIAN) SPONTANEOUSLY SPOKE TO [Child First Name] TWICE OR MORE (EXCLUDING SCOLDING).

1 YES
0 NO

Default Next: CSOB-3A
Lead-In: CSOB-1A [Default]

CSOB-3A

INTERVIEWER: (MOTHER/GUARDIAN) RESPONDED VERBALLY TO [Child First Name]'S SPEECH.

1 YES
0 NO

Default Next: CSOB-4A
Lead-In: CSOB-2A [Default]

CSOB-4A

INTERVIEWER: (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED [Child First Name] AT LEAST ONCE.

1 YES
0 NO

Default Next: CSOB-5A
Lead-In: CSOB-3A [Default]

CSOB-5A

INTERVIEWER: (MOTHER/GUARDIAN) SLAPPED OR SPANKED [Child First Name] AT LEAST ONCE.

1 YES
0 NO

Default Next: CSOB-6A
Lead-In: CSOB-4A [Default]

CSOB-6A

INTERVIEWER: (MOTHER/GUARDIAN) INTERFERED WITH [Child First Name]'S ACTIONS OR RESTRICTED [Child First Name] FROM EXPLORING MORE THAN 3 TIMES.

1 YES
0 NO

Default Next: CSOB-7A
Lead-In: CSOB-5A [Default]

CSOB-7A

INTERVIEWER: (MOTHER/GUARDIAN) PROVIDED TOYS OR INTERESTING ACTIVITIES FOR [Child First Name].

1 YES
0 NO

Default Next: CSOB-8A
Lead-In: CSOB-6A [Default]

CSOB-8A

INTERVIEWER: (MOTHER/GUARDIAN) KEPT [Child First Name] IN VIEW/COULD SEE [Child First Name]/LOOKED AT [him/her] OFTEN.

1 YES
0 NO

Default Next: CSOB-9A
Lead-In: CSOB-7A [Default]

CSOB-9A

INTERVIEWER: [Child First Name]'S PLAY ENVIRONMENT IS SAFE.
(NO POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS WITHIN A TODDLER'S OR INFANT'S RANGE.)

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSIR-TITLE
Lead-In: CSOB-1A [0:0], CSOB-8A [Default]

CSOB-1B

INTERVIEWER: DID YOU OBSERVE [Child Full Name] AND [his/her] MOTHER TOGETHER AT ANY TIME?

1 YES
0 NO ...(Go To CSOB-8B)

Default Next: CSOB-2B
Lead-In: CSOB-AGECK1 [36:71]

CSOB-2B

INTERVIEWER: (MOTHER/GUARDIAN) CONVERSED WITH [Child First Name] AT LEAST TWICE (EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS).

1 YES
0 NO

Default Next: CSOB-3B
Lead-In: CSOB-1B [Default]

CSOB-3B

INTERVIEWER: (MOTHER/GUARDIAN) ANSWERED [Child First Name]'S QUESTIONS OR REQUESTS VERBALLY.

1 YES
0 NO

Default Next: CSOB-4B
Lead-In: CSOB-2B [Default]

CSOB-4B

INTERVIEWER: (MOTHER/GUARDIAN) CARESSED, KISSED, OR HUGGED [Child First Name] AT LEAST ONCE.

1 YES
0 NO

Default Next: CSOB-5B
Lead-In: CSOB-3B [Default]

CSOB-5B

INTERVIEWER: (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO [Child First Name] BY NAME.

1 YES
0 NO

Default Next: CSOB-6B
Lead-In: CSOB-4B [Default]

CSOB-6B

INTERVIEWER: (MOTHER/GUARDIAN) PHYSICALLY RESTRICTED OR (SHOOK/GRABBED) [Child First Name].

1 YES
0 NO

Default Next: CSOB-7B
Lead-In: CSOB-5B [Default]

CSOB-7B

INTERVIEWER: (MOTHER/GUARDIAN) SLAPPED OR SPANKED [Child First Name] AT LEAST ONCE.

1 YES
0 NO

Default Next: CSOB-8B
Lead-In: CSOB-6B [Default]

CSOB-8B

INTERVIEWER: (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT [Child First Name].

1 YES
0 NO

Default Next: CSOB-9B
Lead-In: CSOB-1B [0:0], CSOB-7B [Default]

CSOB-9B

INTERVIEWER: [Child First Name]'S PLAY ENVIRONMENT IS SAFE.
(NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A PRESCHOOLER'S RANGE).

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSOB-10B
Lead-In: CSOB-8B [Default]

CSOB-10B

INTERVIEWER: INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSOB-11B
Lead-In: CSOB-9B [Default]

CSOB-11B

INTERVIEWER: ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE REASONABLY CLEAN.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSOB-12B
Lead-In: CSOB-10B [Default]

CSOB-12B

INTERVIEWER: ALL VISIBLE ROOMS OF HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSIR-TITLE
Lead-In: CSOB-11B [Default]

CSOB-1C

INTERVIEWER: DID YOU OBSERVE [Child Full Name] AND [his/her] MOTHER TOGETHER AT ANY TIME?

1 YES
0 NO ...(Go To CSOB-6C)

Default Next: CSOB-2C
Lead-In: CSOB-AGECK1 [72:179]

CSOB-2C

INTERVIEWER: (MOTHER/GUARDIAN) ENCOURAGED [Child First Name] TO CONTRIBUTE TO THE CONVERSATION.

1 YES
0 NO

Default Next: CSOB-3C
Lead-In: CSOB-1C [Default]

CSOB-3C

INTERVIEWER: (MOTHER/GUARDIAN) ANSWERED [Child First Name]'S QUESTIONS OR REQUESTS VERBALLY.

1 YES
0 NO

Default Next: CSOB-4C
Lead-In: CSOB-2C [Default]

CSOB-4C

INTERVIEWER: (MOTHER/GUARDIAN) CONVERSED WITH [Child First Name] EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.

1 YES
0 NO

Default Next: CSOB-5C
Lead-In: CSOB-3C [Default]

CSOB-5C

INTERVIEWER: (MOTHER/GUARDIAN) INTRODUCED INTERVIEWER TO [Child First Name] BY NAME.

1 YES
0 NO

Default Next: CSOB-6C
Lead-In: CSOB-4C [Default]

CSOB-6C

INTERVIEWER: (MOTHER/GUARDIAN)'S VOICE CONVEYED POSITIVE FEELING ABOUT [Child First Name].

1 YES
0 NO

Default Next: CSOB-7C
Lead-In: CSOB-1C [0:0], CSOB-5C [Default]

CSOB-7C

INTERVIEWER: INTERIOR OF THE HOME IS DARK OR PERCEPTUALLY MONOTONOUS.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSOB-8C
Lead-In: CSOB-6C [Default]

CSOB-8C

INTERVIEWER: ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSOB-9C
Lead-In: CSOB-7C [Default]

CSOB-9C

INTERVIEWER: ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSOB-10C
Lead-In: CSOB-8C [Default]

CSOB-10C

INTERVIEWER: BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH HAZARDS WITHIN A SCHOOL-AGED CHILD'S RANGE.

1 YES
0 NO
2 CHILD'S HOME NOT OBSERVED

Default Next: CSIR-TITLE
Lead-In: CSOB-9C [Default]

Interviewer Remarks

CSIR-TITLE

**** BEGIN SECTION: INTERVIEWER REMARKS*****

Default Next: CSIR-1
Lead-In: CSOB-12B [Default], CSOB-9A [Default], CSOB-10C [Default]

CSIR-1

INTERVIEWER: LIST QUESTIONS WITH SKIP ERRORS, QUESTIONS THAT WERE CONFUSING TO YOU, OR QUESTIONS THAT OTHERWISE DIDN'T WORK.

1 SELECT TO ENTER QUESTION ...(Go To CSIR-1A)
0 NO QUESTIONS CAUSED PROBLEMS

Default Next: CSIR-REMINDER
Lead-In: CS-FILLEXIT [Default], CSIR-TITLE [Default]

CSIR-1A

INTERVIEWER: LIST SECTION AND QUESTION NUMBER OF FIRST QUESTION THAT CAUSED PROBLEMS. IF DON'T KNOW SECTION OR QUESTION NUMBER, RECORD DESCRIPTION OF QUESTION.

Enter Answer: [ ]
Default Next: CSIR-1B
Lead-In: CSIR-1 [1:1]

CSIR-1B

INTERVIEWER: ENTER DESCRIPTION OF PROBLEM WITH QUESTION MENTIONED IN CSIR-1A. PRESS <PG-UP> TO REVIEW CSIR-1A.

Enter Answer: [ ]
Default Next: CSIR-1C
Lead-In: CSIR-1A [Default]

CSIR-1C

INTERVIEWER: WERE THERE ANY OTHER QUESTIONS THAT CAUSED PROBLEMS?

1 SELECT TO ENTER QUESTION ...(Go To CSIR-1A2)
0 NO QUESTIONS CAUSED PROBLEMS

Default Next: CSIR-REMINDER
Lead-In: CSIR-1B [Default]

CSIR-1A2

INTERVIEWER: LIST SECTION AND QUESTION NUMBER OF FIRST QUESTION THAT CAUSED PROBLEMS. IF DON'T KNOW SECTION OR QUESTION NUMBER, RECORD DESCRIPTION OF QUESTION.

Enter Answer:
Default Next: CSIR-1B2
Lead-In: CSIR-1C [1:1]

CSIR-1B2

INTERVIEWER: ENTER DESCRIPTION OF PROBLEM WITH QUESTION MENTIONED IN CSIR-1A. PRESS <PG-UP> TO REVIEW CSIR-1A.

Enter Answer:
Default Next: CSIR-REMINDER
Lead-In: CSIR-1A2 [Default]

CSIR-REMINDER

INTERVIEWER: MAKE SURE THAT MOTHER HAS BEEN PAID AND THAT SHE HAS SIGNED THE RECEIPT. IF YOU HAVE NOT ALREADY THANKED MOTHER AND CHILD FOR THEIR PARTICIPATION, PLEASE DO SO NOW.

Default Next: CSIR-IDNUM
Lead-In: CSIR-1B2 [Default], CSIR-1C [Default], CSIR-1 [Default]

CSIR-IDNUM

INTERVIEWER: PLEASE ENTER YOUR PROJECT ID NUMBER.

Enter Answer:
Default Next: CSIR-IDNAME
Lead-In: CS-OVERAGE-3 [Default], CSIR-REMINDER [Default]

CSIR-IDNAME

INTERVIEWER: PLEASE ENTER YOUR NAME ON THE LINE PROVIDED.
THEN PRESS <ENTER> TO END SURVEY.

Enter Answer:
Default Next: NIL
Lead-In: CSIR-IDNUM [Default]

Appendix A:

HOME Observations

Help Records

NLSY79 Child HOME Observations Help Records

In the computer assisted CAPI NLSY79 Child Supplement, interviewers have access to instructions that guide them in the administration of the electronic questionnaire. These "help" screens replace the traditional hardcopy question-by-question instructions that typically accompany a paper and pencil interview schedule.

The help screens (records) listed below are physically linked to the HOME Observation questions in the CAPI questionnaire for the NLSY79 Child survey. These help records are electronically available to the interviewer during the administration of the CAPI instrument.

For each help screen below, the Question Name appears to the left and a brief explanation of the question to the right. A substantive instruction, adapted directly from the HOME manual as prepared by the designers of the original instrument, appears in each record block. Only help records actively linked to the HOME section of the Child CAPI questionnaire are contained in this list.

NOTE: General interviewer instructions on the administration of each of the Child assessments appear on screens directly preceding the CAPI sections containing the assessments.

NLSY79 Child HOME Observations Help Records

HELP-CSOB-2A Title: HOME: Mom spontaneously spoke to child twice or more.

MOTHER SPONTANEOUSLY VOCALIZES TO CHILD AT LEAST TWICE DURING THE VISIT (EXCLUDING SCOLDING). "Vocalizes" refers to any sound or words emitted by the mother. For example, she may say, "S-s-s-" or "Sweet baby," or any random words or sounds. In order for this item to be coded "yes", the mother's vocalizations must have occurred spontaneously as opposed to having occurred in response to some vocalization by the child.

HELP-CSOB-3A Title: HOME: Mom responded verbally to child's speech.

MOTHER RESPONDS TO CHILD'S VOCALIZATIONS WITH A VOCAL OR VERBAL RESPONSE. Again the maternal response may be either a complete word or words or merely clearly differentiated sounds, e.g., "ta-ta"; "tsk-tsk," or "You talking to Mommy?" The key factor here is that the mother is responding to the child's vocalization, not ignoring it. If the child does not vocalize during the interview, thereby denying the mother an opportunity to respond, the score would still be "no."

HELP-CSOB-4A Title: HOME: Mom caressed, kissed, hugged child at least once.

MOTHER CARESSES OR KISSES CHILD AT LEAST ONCE DURING THE VISIT. "Caresses" include a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss.

HELP-CSOB-5A Title: HOME: Mom slapped/spanked child once or more.

MOTHER SLAPS OR SPANKS CHILD DURING THE VISIT. Occasionally a visitor will feel that she does not know whether a mother is playing or seriously slapping or spanking a child. The best guide to use in such instances is the child's behavior. If the child reacts with pleasure or happiness, chances are this represents a style of positive interaction between him and his mother. This case would be coded "no", - did not slap or spank. If he frowns, looks unhappy, whimpers, or cries, you can feel pretty confident that, however the mother intended it, the child did not perceive it as pleasurable.

HELP-CSOB-6A Title: HOME: Mom interfered with child's actions more than 3 times.

MOTHER INTERFERES WITH CHILD'S ACTIONS OR RESTRICTS CHILD'S MOVEMENT MORE THAN THREE TIMES DURING THE VISIT. Restrictions and interference here refer to such things as: taking a toy away from a child; putting a child who has climbed up on the sofa back down on the floor; putting a child who is crawling around the floor into a playpen or crib; slapping a child as he starts to pick up the visitor's handbag. In the last instance, the item would be applicable to item CSOB-5A. The Restrictions may also be verbal--"Stop that"; "Get out of there." Do not code as interference any action taken to prevent the child from harming himself (e.g., running into the street).

HELP-CSOB-7A Title: HOME: Mom provided toys or interesting activities.

MOTHER PROVIDES TOYS OR INTERESTING ACTIVITIES FOR CHILD DURING THE INTERVIEW. In order to be credited on this item, the mother must make some special effort to see to it that the child has something interesting to do during the time she will be talking to the interviewer. If the interview is conducted in a room that contains a number of toys or the child's toy box, one should assume that the mother has taken special efforts to have something available to entertain the child during the interview. If, however, the child tires of what is available and begins to whimper or to ask for something to do, this item should not be coded "yes" unless at that time the mother makes some special effort to bring out a new toy or do something else to interest the child.

HELP-CSOB-8A Title: HOME: Mom kept child in view/looked at child often.

MOTHER TENDS TO KEEP CHILD WITHIN VISUAL RANGE AND TO LOOK AT HIM OFTEN. "Often" means frequently enough to ensure safety of the child and to keep some kind of interpersonal contact with him -- the sort of thing lovers do when in the same room but out of reach of one another.

HELP-CSOB-9A Title: HOME: Child's play environment is safe.

THE CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. The interviewer should use her own good judgment in scoring this item. Examples of hazards are: broken glass lying around, furniture with obvious wood splinters, an uncovered rotary fan, boards with nails sticking out, unprotected stairs for a pre-walking baby, a house so close to the street that a child could not safely play in the yard, pot handles extending over edge of the stove, etc. Overcrowding or clutter would not count as a hazard unless it existed to the extent that it could injure the child.

HELP-CSOB-2B Title: HOME: Mom conversed with child at least twice.

MOTHER CONVERSES WITH CHILD AT LEAST TWICE DURING VISIT (SCOLDING AND SUSPICIOUS COMMENTS ARE NOT COUNTED.) This item involves maternal conversation, not just vocalization which can be any sounds or words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or engage in verbal interchange other than scolding or degrading comments.

HELP-CSOB-3B Title: HOME: Mom answered child's questions/requests verbally.

MOTHER ANSWERS CHILD'S QUESTIONS OR REQUESTS VERBALLY. In order to receive credit for this item the mother must make an effort to answer the question for the child. If the mother is unable to answer it at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as "Mother's busy, go away" or "Don't bother me now" should be coded "no".

HELP-CSOB-4B Title: HOME: Mom kissed/caressed/hugged child at least once.

MOTHER CARESSES, KISSES OR CUDDLES CHILD AT LEAST ONCE DURING VISIT. This need not be a wild burst of showy affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him on her lap, holding a hand, or a gentle pat on the shoulder would all receive a "yes."

HELP-CSOB-5B Title: HOME: Mom introduced interviewer to child by name.

MOTHER INTRODUCES INTERVIEWER TO CHILD. In many cases the child already knows the interviewer; however, the mother must still remind the child of the visitor's name. A formal introduction is not necessary for credit. A comment such as, "You remember Mrs. Jones, don't you?" or "Show Mrs. Jones the new book you got for your birthday" will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the mother.

HELP-CSOB-6B Title: HOME: Mom physically restricted/grabbed child.

MOTHER USED PHYSICAL RESTRAINT, SHOOK, GRABBED, OR PINCHED CHILD DURING VISIT. In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him out of the way, or he might be jerked back for handling items on a table or pulled away if he tried to climb on the interviewer's lap.

HELP-CSOB-7B Title: HOME: Mom slapped/spanked child at least once.

MOTHER SLAPS OR SPANKS CHILD DURING VISIT. This item goes hand in hand with HELP-CSOB-6B. In this item the slaps and spanks must be in anger or as a reprimand for some wrongdoing. An affectionate pat on the bottom as the mother sends the child out to play does not mean a slap or spank.

HELP-CSOB-8B Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, MOTHER'S VOICE CONVEYS POSITIVE FEELING. Is the mother pleased with her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone that communicates, "She's here, so I'll put up with her."

HELP-CSOB-9B Title: HOME: Child's play environment is safe.

CHILD'S PLAY ENVIRONMENT APPEARS SAFE AND FREE OF HAZARDS. (Not having any outside play area requires an automatic "no".) The interviewer should use good judgment on the scoring. Examples of typical building/home hazards are: plaster coming down from ceiling, stairway with boards missing, rodents, broken glass lying around, junk cars abandoned in the yard or along the side of the street, open ditches of a house so close to a street that a child could not safely play in the yard, and boards with nails sticking out of them.

HELP-CSOB-10B Title: HOME: Interior of home dark/monotonous.

THE INTERIOR OF THE APARTMENT OR HOME IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

HELP-CSOB-11B Title: HOME: Rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-12B Title: HOME: Rooms are reasonably uncluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY UNCLUTTERED. The interviewer will have to use his or her own good judgment. Allowances should be made for differing styles of housekeeping. The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-2C Title: HOME: Mom encouraged child to converse.

PARENT ENCOURAGES CHILD TO CONTRIBUTE TO THE CONVERSATION DURING VISIT. This item should be scored "yes" if the parent actively encourages the child to say something or if the parent allows the child input into the conversation without discouragement.

HELP-CSOB-3C Title: HOME: Mom answered child's questions/requests.

PARENT RESPONDS TO CHILD'S QUESTIONS DURING INTERVIEW. In order to receive credit for this item the parent must make an effort to answer the question for the child. If the parent is unable to answer the question at the moment she may tell the child she doesn't know but that they will look up the answer later. Responses such as, "I'm busy, go away." or, "Don't bother me now." do not receive credit. If the child fails to ask a question during the interview, this item should be coded "no."

HELP-CSOB-4C Title: HOME: Mom conversed with child excluding scolding.

PARENT TALKS TO CHILD DURING VISIT (BEYOND CORRECTION AND INTRODUCTION). This item refers to conversation, not just vocalization. The parent must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

HELP-CSOB-5C Title: HOME: Mom introduced interviewer to child by name.

PARENT INTRODUCES INTERVIEWER TO CHILD. To receive credit for this item, parent should introduce the child to the interviewer by name and in some way identify the visitor for the child.

HELP-CSOB-6C Title: HOME: Mom voice conveyed positive feeling about child.

WHEN SPEAKING OF OR TO CHILD, PARENT'S VOICE CONVEYS POSITIVE FEELINGS. The intent of this item is to capture the feeling tone conveyed by the parent toward the child. Does the parent feel good about her child? Does she enjoy her and talk about her in a pleasant, joyful manner or does she talk in a flat tone which communicates, "She's here, so I'll put up with her."

HELP-CSOB-7C Title: HOME:Home is dark or perceptually monotonous.

THE INTERIOR OF THE APARTMENT IS DARK OR PERCEPTUALLY MONOTONOUS. On this item the interviewer can take into account a lack of lighting, drawn drapes, a lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

HELP-CSOB-8C Title: HOME: All rooms are reasonably clean.

ALL VISIBLE ROOMS OF THE HOUSE ARE REASONABLY CLEAN. Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should be coded "no." The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-9C Title: HOME: All rooms are minimally cluttered.

ALL VISIBLE ROOMS OF THE HOUSE ARE MINIMALLY CLUTTERED. Allowances should be made for differing styles of housekeeping. However, the interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or trash.

HELP-CSOB-10C Title: HOME: Building has no dangers/health hazards.

BUILDING HAS NO POTENTIALLY DANGEROUS STRUCTURAL OR HEALTH DEFECTS (E.G., NO PLASTER COMING DOWN FROM CEILING, STAIRWAY WITH BOARDS MISSING, RODENTS, ETC.) Some of the most common concerns for this item are: open gas fires in the small home, and the presence of bleach, cleaning fluids, and other poisons within easy reach of a small child. Overcrowding or clutter in the home would not count as a hazard unless it is to such an extent that it could injure the child. A safe environment should be coded "yes."

Appendix B:

NLSY79 Child Supplement

Assessments

Graphic Display of Child Assessments

With the exception of information added to describe the flow of the instrument, the question records in the *Child Supplement* instrument document present what interviewers see on the computer screen during most of the *Child Supplement* CAPI interview. Capturing the flow of the child assessments included in the interview, however, presents somewhat more of a challenge. Some assessments, such as the PIAT Math and PIAT Reading Recognition subtests, rely on visual media (such as flip charts or "easels") as part of the materials presented to the child. The interviewer views graphical representations of all the assessments on-screen. A question-by-question graphical presentation, accompanied by appropriate skip instructions, would be more true to the interviewers' experience, but voluminous. Thus, much of the more compact, original PAPI format of the child assessment sections has been retained in this document. A sample of typical screens from each assessment is included at the end of this document. Text conventions used throughout the CAPI questionnaire documents are used in this section wherever possible.

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What I Am Like
(Self-Perception Profile for Children)

AGES: CHILDREN 12 YEARS AND OLDER

(CALLED BY SPPC-EXEC OF CHILD SUPPLEMENT.)

INTERVIEWER: [IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section is meant to give us an idea of how (CHILD) views (*him/her*)self.

INTERVIEWER: READ TO CHILD.

A. All kids think and feel differently about things. We are interested in what you think you are like and how you think and feel. This is not a test. There are no right or wrong answers. Remember, all kids are different.

[HAND SPPC SHOWCARD TO CHILD] This Section is called "What I Am Like." Here's an example of how the questions work. I'll read the question aloud and you follow along and think about it before you answer. This question is about two kinds of kids and we want to know which kids are more like you.

B. READ BOTH PARTS OF PRACTICE SENTENCE. EMPHASIZE THE UNDERLINED WORDS.

Some kids would rather **play** outdoors in their spare time.	BUT	other kids would rather **watch** TV.

C. What you do is this: First, decide which kids are more like you -- the kids on the "X" side of the card (POINT TO "X" SIDE OF SHOWCARD) or the kids on the "Y" side of the card (POINT TO "Y" SIDE OF SHOWCARD).

IF NECESSARY, PROBE: Which kind of kid is more like you? The kid on the "X" side or the kid on the "Y" side of the card?

D. POINTING TO ANSWER CATEGORIES ON SHOWCARD, SAY:

Now, think about the answer you just gave me and then decide if that is **really true for you** or **only sort of true for you.**

IF NECESSARY, PROBE: OK, what do you think? Really true or sort of true for you?

E. Okay, that was just for practice. Now let's do some more questions. Turn to the next card.

REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME
4	3	Some kids feel they are very **good** at their school work.	1. BUT	Other kids **worry** about whether they can do the school work assigned to them.	2	1
1	2	Some kids are often **unhappy** with themselves.	2. BUT	Other kids are pretty **pleased** with themselves.	3	4
4	3	Some kids feel like they are **just as smart** as other kids their ages.	3. BUT	Other kids aren't so sure and **wonder** if they are as smart.	2	1
1	2	Some kids **don't** like the way they are leading their life.	4. BUT	Other kids **do** like the way they are leading their life.	3	4
1	2	Some kids are pretty **slow** in finishing their school work.	5. BUT	Other kids can do their school work **quickly**.	3	4
4	3	Some kids are **happy** with themselves as a person.	6. BUT	Other kids are often **not** happy with themselves as a person.	2	1
REALLY TRUE FOR ME	**SORT OF TRUE FOR ME**	**X**	**Q#**	**Y**	**SORT OF TRUE FOR ME**	**REALLY TRUE FOR ME**

REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME
1	**2**	Some kids often **forget** what they learn.	7. BUT	Other kids can remember things **easily**.	**3**	**4**
4	**3**	Some kids **like** the kind of **person** they are.	8. BUT	Other kids often wish they were someone else.	**2**	**1**
4	**3**	Some kids do **very well** at their classwork.	9. BUT	Other kids **don't** do very well at their classwork.	**2**	**1**
4	**3**	Some kids are very **happy** being the way they are.	10. BUT	Other kids wish they were **different**.	**2**	**1**
1	**2**	Some kids have **trouble** figuring out the answers in school.	11. BUT	Other kids almost **always** can figure out the answers.	**3**	**4**
1	**2**	Some kids are not very happy with the way they do a lot of things.	12. BUT	Other kids think the way they do things is **fine**.	**3**	**4**
REALLY TRUE FOR ME	**SORT OF TRUE FOR ME**	**X**	Q#	**Y**	**SORT OF TRUE FOR ME**	**REALLY TRUE FOR ME**

RETURN *TO CHILD SUPPLEMENT AT* ***SPPC-EXEC.***

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Memory for Digit Span

AGES: CHILDREN 7-11 YEARS

(CALLED BY DIGIT-EXEC OF CHILD SUPPLEMENT.)

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section gives us an idea of (Child Name)'s memory for number order. Each sequence of numbers has more digits than the last. It is rare for anyone to remember all the sequences.

INSTRUCTIONS FOR DIGITS FORWARD.

ADMINISTER QUESTIONS:

(1) READ EACH DIGIT SPAN **ONLY ONCE** AT AN EVEN RATE OF 1 DIGIT PER SECOND.

(2) READ PART A OF QUESTION; PAUSE FOR RESPONSE, THEN SCORE.

(3) READ PART B OF QUESTION; PAUSE FOR RESPONSE, THEN SCORE.

(4) IF CHILD DOES NOT RESPOND, DO **NOT** ENCOURAGE FURTHER.

(5) STOP WHEN CHILD MISSES PART A **AND** PART B OF ANY **ONE** QUESTION.

SCORE QUESTIONS:

(1) TO BE SCORED CORRECT, NO DIGITS MAY BE OMITTED OR BE IN REVERSE ORDER.

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DIGITS FORWARD

READ TO CHILD:

I am going to say some numbers. Listen carefully, and when I am through, say them right after me. SAY: "Ready" BEFORE EACH QUESTION.

(One item is shown per screen; e.g., item 1A is shown on one screen, and item 1B on the next)

		CORRECT	WRONG
1.	**A. 3 - 8 - 6**	**1**	**2**
	B. 6 - 1 - 2	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

2.	**A. 3 - 4 - 1 - 7**	**1**	**2**
	B. 6 - 1 - 5 - 8	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

3.	**A. 8 - 4 - 2 - 3 - 9**	**1**	**2**
	B. 5 - 2 - 1 - 8 - 6	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

4.	**A. 3 - 8 - 9 - 1 - 7 - 4**	**1**	**2**
	B. 7 - 9 - 6 - 4 - 8 - 3	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

5.	**A. 5 - 1 - 7 - 4 - 2 - 3 - 8**	**1**	**2**
	B. 9 - 8 - 5 - 2 - 1 - 6 - 3	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

6.	**A. 1 - 6 - 4 - 5 - 9 - 7 - 6 - 3**	**1**	**2**
	B. 2 - 9 - 7 - 6 - 3 - 1 - 5 - 4	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

7.	**A. 5 - 3 - 8 - 7 - 1 - 2 - 4 - 6 - 9**	**1**	**2**
	B. 4 - 2 - 6 - 9 - 1 - 7 - 8 - 3 - 5	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO DIGITS BACKWARD.

DIGITS BACKWARD

READ: Now I am going to say some more numbers, but this time when I stop, I want you to say them backward. For example, if I say 9-2-7, what would you say?

PAUSE FOR THE CHILD TO RESPOND. DID CHILD RESPOND CORRECTLY (7-2-9)?

YES ….(7-2-9) SAY: That's right. Let's go on with the rest of the numbers.
PROCEED TO 1ST ITEM

NO…. SAY: No, you would say 7-2-9. I said 9-2-7, so to say it backward you would say 7-2-9. Now try these numbers. Remember, you are to say them backward: 3-6-5.

WHETHER THE CHILD IS CORRECT OR WRONG ON THE SECOND EXAMPLE, THE TEST WILL PROCEED.

(One item shown per screen.)

			CORRECT	WRONG
8.	**A. 2 - 5**	**(ANS = 5-2)**	**1**	**2**
	B. 6 - 3	**(ANS = 3-6)**	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

9.	**A. 5 - 7 - 4**	**(ANS = 4-7-5)**	**1**	**2**
	B. 2 - 5 - 9	**(ANS = 9-5-2)**	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

10.	**A. 7 - 2 - 9 - 6**	**(ANS = 6-9-2-7)**	**1**	**2**
	B. 8 - 4 - 9 - 3	**(ANS = 3-9-4-8)**	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

11.	**A. 4 - 1 - 3 - 5 - 7 (ANS = 7-5-3-1-4)**	**1**	**2**
	B. 9 - 7 - 8 - 5 - 2 (ANS = 2-5-8-7-9)	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

12.	**A. 1 - 6 - 5 - 2 - 9 - 8 (ANS = 8-9-2-5-6-1)**	**1**	**2**
	B. 3 - 6 - 7 - 1 - 9 - 4 (ANS = 4-9-1-7-6-3)	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

		CORRECT	**WRONG**
13.	**A. 8 - 5 - 9 - 2 - 3 - 4 - 2 (ANS = 2-4-3-2-9-5-8)**	**1**	**2**
	B. 4 - 5 - 7 - 9 - 2 - 8 - 1 (ANS = 1-8-2-9-7-5-4)	**1**	**2**

CAPI CHECK: IF BOTH A & B ARE CODED WRONG, SKIP TO INTERVIEWER REMARKS.

14.	**A. 6 - 9 - 1 - 6 - 3 - 2 - 5 - 8 (ANS = 8-5-2-3-6-1-9-6)**	**1**	**2**
	B. 3 - 1 - 7 - 9 - 5 - 4 - 8 - 2 (ANS = 2-8-4-5-9-7-1-3)	**1**	**2**

RETURN *TO CHILD SUPPLEMENT AT* ***DIGIT-EXEC***

.

PIAT Math

AGES: CHILDREN PPVT AGE 5-14 YEARS

(CALLED BY <u>MATH-EXEC</u> OF CHILD SUPPLEMENT.)

INTERVIEWER: [IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (Child's Name's) mathematical skills. The questions begin at a very basic skill level and go to a very high skill level. No one is expected to answer all the questions.

PRACTICE EXERCISES.

CAPI CHECK: IS CHILD IN 1ST GRADE OR HIGHER?

YES ..... ***(GO TO B)***
NO ..... ***(GO TO A)***

A. PRACTICE EXERCISES FOR CHILDREN NOT YET IN 1ST GRADE.

(1) TURN TO "INTRODUCTION TO THE MATHEMATICS SUBTEST" (IN PIAT VOLUME I). READ: Let's start with some math problems. First, we'll do some just for practice to show you what they are like.

(2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES A – E.

B. NO PRACTICE FOR CHILDREN IN 1ST GRADE OR HIGHER.

READ: We are going to start with some mathematics problems. Some of the first ones would be too easy for you, so let's start with this one.

CAPI CHECK: SKIP TO THE APPROPRIATE STARTING QUESTION BASED ON CHILD'S CURRENT GRADE.

KINDERGARTEN
OR LESS..... (*GO TO Q.1*) 00
1ST GRADE ..... (*GO TO Q.15*) 01
2ND GRADE ..... (*GO TO Q.25*) 02
3RD GRADE ..... (*GO TO Q.30*) 03
4TH GRADE..... (*GO TO Q.35*) 04
5TH GRADE..... (*GO TO Q.40*) 05
6TH GRADE..... (*GO TO Q.45*) 06
7TH GRADE..... (*GO TO Q.50*) 07
8TH GRADE.....(*SKIP TO Q.54*)..... 08
9TH GRADE.....(*SKIP TO Q.58*)..... 09
10TH GRADE.....(*SKIP TO Q.60*)..... 10
11TH GRADE.....(*SKIP TO Q.62*)..... 11
12TH GRADE
(OR HIGHER) .....(*SKIP TO Q.64*)..... 12

Note: Interviewer turns to appropriate easel page and proceeds.

BASAL=5 of 5 CORRECT
CEILING=5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM DROPS BACK TO NEXT GRADE LEVEL UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL, THEN PROCEEDS FORWARD.

GRADE	Q#/ ANSWER	RECORD RESPONSE	(ITEM SCORE) CORRECT	WRONG	GRADE	Q#/ ANSWER	RECORD RESPONSE	(ITEM SCORE) CORRECT	WRONG
K	1. (4)	( )	1	2		27. (3)	( )	1	2
	2. (2)	( )	1	2		28. (1)	( )	1	2
	3. (3)	( )	1	2		29. (3)	( )	1	2
	4. (1)	( )	1	2	3rd	30. (2)	( )	1	2
	5. (4)	( )	1	2		31. (2)	( )	1	2
	6. (3)	( )	1	2		32. (4)	( )	1	2
	7. (3)	( )	1	2		33. (4)	( )	1	2
	8. (1)	( )	1	2		34. (2)	( )	1	2
	9. (4)	( )	1	2	4th	35. (3)	( )	1	2
	10. (4)	( )	1	2		36. (1)	( )	1	2
	11. (1)	( )	1	2		37. (2)	( )	1	2
	12. (3)	( )	1	2		38. (3)	( )	1	2
	13. (4)	( )	1	2		39. (1)	( )	1	2
	14. (2)	( )	1	2	5th	40. (3)	( )	1	2
1st	15. (4)	( )	1	2		41. (4)	( )	1	2
	16. (3)	( )	1	2		42. (4)	( )	1	2
	17. (1)	( )	1	2		43. (1)	( )	1	2
	18. (3)	( )	1	2		44. (3)	( )	1	2
	19. (2)	( )	1	2	6th	45. (4)	( )	1	2
	20. (3)	( )	1	2		46. (2)	( )	1	2
	21. (2)	( )	1	2		47. (1)	( )	1	2
	22. (1)	( )	1	2		48. (1)	( )	1	2
	23. (2)	( )	1	2		49. (3)	( )	1	2
	24. (2)	( )	1	2	7th	50. (3)	( )	1	2
2nd	25. (1)	( )	1	2		51. (2)	( )	1	2
	26. (4)	( )	1	2		52. (4)	( )	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO COMPUTE SCORE.

BASAL=5 of 5 CORRECT
CEILING=5 of 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM DROPS BACK TO NEXT GRADE LEVEL UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL, THEN PROCEEDS FORWARD.

GRADE	Q#/ ANSWER	RECORD RESPONSE	(ITEM SCORE) CORRECT	WRONG	GRADE	Q#/ ANSWER	RECORD RESPONSE	(ITEM SCORE) CORRECT	WRONG
	53. (4)	( )	1	2		69. (1)	( )	1	2
8th	54. (4)	( )	1	2		70. (1)	( )	1	2
	55. (2)	( )	1	2		71. (2)	( )	1	2
	56. (3)	( )	1	2		72. (1)	( )	1	2
	57. (1)	( )	1	2		73. (1)	( )	1	2
9th	58. (2)	( )	1	2		74. (3)	( )	1	2
	59. (2)	( )	1	2		75. (3)	( )	1	2
10th	60. (1)	( )	1	2		76. (4)	( )	1	2
	61. (3)	( )	1	2		77. (3)	( )	1	2
11th	62. (1)	( )	1	2		78. (2)	( )	1	2
	63. (4)	( )	1	2		79. (3)	( )	1	2
12th	64. (3)	( )	1	2		80. (4)	( )	1	2
	65. (2)	( )	1	2		81. (2)	( )	1	2
	66. (2)	( )	1	2		82. (1)	( )	1	2
	67. (4)	( )	1	2		83. (2)	( )	1	2
	68. (4)	( )	1	2		84. (2)	( )	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, GO TO COMPUTE SCORE.

COMPUTE SCORE: (Scores are machine computed but not displayed.)

A. *FINAL BASAL*. ☐☐

B. *CEILING Q# (LAST ITEM WRONG).* ☐☐

C. *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING*. ☐☐

D. *SUBTRACT 'C' FROM 'B'*. ☐☐ = SCORE

RETURN** TO CHILD SUPPLEMENT AT **MATH-EXEC.

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PIAT Reading Recognition

AGES: CHILDREN PPVT AGE 5-14 YEARS

(CALLED BY PRR-EXEC OF CHILD SUPPLEMENT.)

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (Child Name)'s ability to recognize letters and words. The questions begin at a basic level and proceed to a higher level of skill. No one is expected to answer all the questions.

PRACTICE EXERCISES.

A. *CAPI CHECK: IS CHILD IN 1ST GRADE OR HIGHER?*

YES ..... (*SKIP TO C*) 1
NO .....(*GO TO B*) 0

B. PRACTICE FOR CHILDREN NOT YET IN 1ST GRADE.

(1) TURN TO "INTRODUCTION TO READING RECOGNITION SUBTEST" (IN PIAT VOLUME I). READ:

Now I am going to give you some problems in reading. First, let's look at some more practice ones to show you what these are like. (TURN TO EXERCISE A.)

(2) FOLLOW TEXT IN EASEL FOR PRACTICE EXERCISES (A-E).

C. NO PRACTICE FOR CHILDREN IN 1ST GRADE OR HIGHER. TURN TO "INTRODUCTION TO READING RECOGNITION SUBTEST" (PIAT VOLUME 1) READ:

Now we are going to do some reading. Again, let's skip over some of the very easy ones and start here.

CAPI CHECK: RECORD SCORE FROM PIAT MATH (COMPUTE SCORE ITEM D).

SKIP TO STARTING Q# BASED ON PIAT MATH SCORE. TURN TO APPROPRIATE EASEL PAGE AND PROCEED.

Note: Interviewer turns to appropriate easel page and proceeds.

BASAL = 5 OF 5 CORRECT

CEILING = 5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL.

CAPI CHECK: ANSWER EVERY ITEM ADMINISTERED.

RECORD AND SCORE EVERY ANSWER.

PLATE #	ITEM #	RECORD ANSWER	ITEM SCORE… CORRECT	WRONG	PLATE #	ITEM #	RECORD ANSWER	ITEM SCORE… CORRECT	WRONG
1	1.	(1)	1	2		23.	(wagon)	1	2
2	2.	(2)	1	2		24.	(fishing)	1	2
3	3.	(1)	1	2		25.	(brook)	1	2
4	4.	(4)	1	2		26.	(gloves)	1	2
5	5.	(3)	1	2		27.	(smile)	1	2
6	6.	(2)	1	2		28.	(colt)	1	2
7	7.	(1)	1	2		29.	(round)	1	2
8	8.	(2)	1	2	PLATE 17 →	30.	(blaze)	1	2
9	9.	(4)	1	2		31.	(feather)	1	2
10	10.	(B b)	1	2		32.	(flour)	1	2
11	11.	(A a)	1	2		33.	(igloo)	1	2
12	12.	(O)	1	2		34.	(liquid)	1	2
13	13.	(S)	1	2		35.	(purse)	1	2
14	14.	(N)	1	2		36.	(dangerous)	1	2
PLATE 15 →	15.	(c)	1	2		37.	(lodge)	1	2
	16.	(i)	1	2		38.	(stylish)	1	2
	17.	(d)	1	2		39.	(accident)	1	2
	18.	(m)	1	2		40.	(ruin)	1	2
PLATE 16 →	19.	(run)	1	2		41.	(exercise)	1	2
	20.	(play)	1	2		42.	(pigeon)	1	2
	21.	(jump)	1	2		43.	(moisture)	1	2
	22.	(kitten)	1	2		44.	(artificial)	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO COMPUTE SCORE.

BASAL = 5 OF 5 CORRECT
CEILING = 5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL.

CAPI CHECK: ANSWER EACH ITEM GIVEN. RECORD AND SCORE EVERY ANSWER.

PLATE #	ITEM #	RECORD ANSWER	ITEM SCORE… CORRECT	ITEM SCORE… WRONG	PLATE #	ITEM #	RECORD ANSWER	ITEM SCORE… CORRECT	ITEM SCORE… WRONG
	45.	(anchor)	1	2		65.	(diminutive)	1	2
PLATE 18 →	46.	(elegant)	1	2		66.	(ensign)	1	2
	47.	(gaudy)	1	2		67.	(dilapidated)	1	2
	48.	(treacherous)	1	2		68.	(bureaucrat)	1	2
	49.	(yacht)	1	2		69.	(adulation)	1	2
	50.	(guerrilla)	1	2		70.	(exorbitantly)	1	2
	51.	(boisterous)	1	2		71.	(epoch)	1	2
	52.	(isthmus)	1	2		72.	(aesthetic)	1	2
	53.	(anticipation)	1	2		73.	(deluge)	1	2
	54.	(vertebrates)	1	2		74.	(didactic)	1	2
	55.	(contemplate)	1	2		75.	(titular)	1	2
	56.	(heroine)	1	2		76.	(credulity)	1	2
	57.	(unparalleled)	1	2		77.	(judiciable)	1	2
	58.	(inaccessible)	1	2	PLATE 20 →	78.	(nihilism)	1	2
	59.	(colleague)	1	2		79.	(pharyngeal)	1	2
	60.	(medieval)	1	2		80.	(pterodactyl)	1	2
	61.	(pinnacle)	1	2		81.	(macrocosm)	1	2
PLATE 19 →	62.	(picturesque)	1	2		82.	(chimerical)	1	2
	63.	(adjacent)	1	2		83.	(disaccharide)	1	2
	64.	(navigable)	1	2		84.	(apophthegm)	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO COMPUTE SCORE.

COMPUTE SCORE: (Scores are computed but not displayed.)

A. *FINAL BASAL*. ☐☐

B. *CEILING Q# (LAST ITEM WRONG).* ☐☐

C. *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING*. ☐☐

D. *SUBTRACT 'C' FROM 'B'*. ☐☐ = SCORE

***RETURN** TO CHILD SUPPLEMENT AT **PRR-EXEC**.*

PIAT Reading Comprehension

(IF CHILD'S READING RECOGNITION SCORE IS 19 OR HIGHER)

(CALLED BY PRC-EXEC OF CHILD SUPPLEMENT.)

CAPI CHECK: IF CHILD SCORED 19 OR HIGHER THEN PROGRAM CONTINUES. OTHERWISE A MESSAGE IS DISPLAYED "RESPONDENT SCORED LESS THAN 19 ON READING RECOGNITION - READING COMPREHENSION WILL NOT BE ADMINISTERED"AND PROGRAM RETURNS TO CHILD SUPPLEMENT AT PRC-EXEC..

[IF NEEDED, READ TO MOTHER/GUARDIAN.]

This section measures (Child Name)'s ability to understand what (*he/she*) reads. The questions begin at a very basic skill level and go to a very high skill level. No one is expected to answer all the questions.

PRACTICE EXERCISES.

A. *CAPI CHECK: IS CHILD IN 1ST GRADE OR HIGHER GRADE?*

YES..... (*SKIP TO C*).....1
NO.....(*GO TO B*) 0

B. PRACTICE FOR CHILDREN NOT YET IN 1ST GRADE.

(1) READ:

Now I want to find out how well you understand and remember what you read. Let us practice again a little so you will know what I want you to do. **(*GO TO PRACTICE A*.)**

(2) FOLLOW TEXT FOR PRACTICE EXERCISES.

C. NO PRACTICE FOR CHILDREN IN 1ST GRADE OR HIGHER. READ:

Now I want to find out how well you can understand and remember what you read. But, first, let me explain what you are to do. I am going to show you a page. It will have only a sentence printed on it. Read this sentence silently (PAUSE) to yourself (PAUSE) just once. When you have finished, look up at me. Then I will show you the next page which will have four pictures on it. You are to (show me/point to/tell me the number of) the picture that best describes what you have read. Be sure to remember what you have read, once, and then look up at me.

CAPI CHECK: RECORD SCORE FROM PIAT READING RECOGNITION, (COMPUTE SCORE ITEM D). SKIP TO STARTING Q# BASED ON READING RECOGNITION SCORE. [JUMP TO APPROPRIATE SCREEN AND PROCEED.]

(STARTING Q# FROM READING RECOGNITION) → ☐☐

BASAL = 5 OF 5 CORRECT
CEILING = 5 OF 7 WRONG

IF STARTING Q. IS WRONG, PROGRAM JUMPS BACK 5 UNTIL CHILD ANSWERS CORRECTLY, THEN PROCEEDS FORWARD.

IF CHILD CAN'T GET 5 IN A ROW CORRECT, PROGRAM WORKS BACK, ITEM BY ITEM TO GET BASAL.

CAPI CHECK: BE SURE TO CODE EVERY ANSWER.

PLATE #	CORRECT ANSWER	RECORD RESPONSE	ITEM SCORE . . . CORRECT	WRONG	PLATE #	CORRECT ANSWER	RECORD RESPONSE	ITEM SCORE . . . CORRECT	WRONG
19.	(3)	( )	1	2	42.	(3)	( )	1	2
20.	(1)	( )	1	2	43.	(1)	( )	1	2
21.	(2)	( )	1	2	44.	(4)	( )	1	2
22.	(3)	( )	1	2	45.	(2)	( )	1	2
23.	(2)	( )	1	2	46.	(3)	( )	1	2
24.	(3)	( )	1	2	47.	(1)	( )	1	2
25.	(1)	( )	1	2	48.	(1)	( )	1	2
26.	(1)	( )	1	2	49.	(2)	( )	1	2
27.	(2)	( )	1	2	50.	(3)	( )	1	2
28.	(3)	( )	1	2	51.	(2)	( )	1	2
29.	(2)	( )	1	2	52.	(4)	( )	1	2
30.	(1)	( )	1	2	53.	(3)	( )	1	2
31.	(3)	( )	1	2	54.	(4)	( )	1	2
32.	(4)	( )	1	2	55.	(2)	( )	1	2
39.	(2)	( )	1	2	56.	(4)	( )	1	2
34.	(4)	( )	1	2	57.	(2)	( )	1	2
35.	(3)	( )	1	2	58.	(4)	( )	1	2
36.	(4)	( )	1	2	59.	(3)	( )	1	2
37.	(1)	( )	1	2	60.	(2)	( )	1	2
38.	(2)	( )	1	2	61.	(3)	( )	1	2
39.	(3)	( )	1	2	62.	(2)	( )	1	2
40.	(1)	( )	1	2	63.	(4)	( )	1	2
41.	(3)	( )	1	2	64.	(3)	( )	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, SKIP TO COMPUTE SCORE.

PLATE #	CORRECT ANSWER	RECORD RESPONSE	ITEM SCORE . . . CORRECT	WRONG	PLATE #	CORRECT ANSWER	RECORD RESPONSE	ITEM SCORE . . . CORRECT	WRONG
65.	(4)	( )	1	2	75.	(1)	( )	1	2
66.	(1)	( )	1	2	76.	(2)	( )	1	2
67.	(2)	( )	1	2	77.	(3)	( )	1	2
68.	(1)	( )	1	2	78.	(4)	( )	1	2
69.	(4)	( )	1	2	79.	(2)	( )	1	2
70.	(2)	( )	1	2	80.	(3)	( )	1	2
71.	(1)	( )	1	2	81.	(3)	( )	1	2
72.	(1)	( )	1	2	82.	(1)	( )	1	2
73.	(4)	( )	1	2	83.	(2)	( )	1	2
74.	(4)	( )	1	2	84.	(1)	( )	1	2

CAPI CHECK: IF CHILD GETS 5 OUT OF 7 WRONG, GO TO COMPUTE SCORE.

COMPUTE SCORE: (Scores are computed but not displayed.)

A. *FINAL BASAL.* ☐☐

B. *CEILING Q# (LAST ITEM WRONG).* ☐☐

C. *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.* ☐☐

D. *SUBTRACT 'C' FROM 'B'.* ☐☐ = SCORE

RETURN** TO CHILD SUPPLEMENT AT **PRC-EXEC.

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Peabody Picture Vocabulary Test (PPVT-R)

AGES: CHILDREN PPVT AGE 4-5 or 10-11 YEARS

(CALLED BY PPVT-EXEC OF CHILD SUPPLEMENT.)

[IF NEEDED, READ TO MOTHER/GUARDIAN]

This section is designed to measure (Child Name)'s vocabulary. Children usually enjoy doing this. I tell (him/her) a word and (he/she) looks at four pictures and tells me which picture has the same meaning as the word I said.

CAPI CHECK: DETERMINE APPROPRIATE START POINT FOR PRACTICE ITEMS.

IS CHILD'S PPVT AGE . . .

4 YRS – 5 YRS .....(*GO TO INSTRUCTION SCREEN 1*)

10 YRS – 11 YRS .....(*GO TO INSTRUCTION SCREEN 2)*

INSTRUCTION SCREEN 1: (PPVT age 4-5 years)

PRACTICE A: GO TO TRAINING PLATE A AND SAY TO CHILD: I want you to look at some pictures with me. See all the pictures on the screen? (POINT TO EACH PICTURE.) I will say a word; then I want you to put your finger on the picture of the word I have said. If you are not sure, just tell me your best guess. Let's try one. Put your finger on the picture of **doll**. ***(See Screen Capture: Figure 20)***

doll (4)	*CORRECT ..... GO TO PRACTICE B.*	
fork (1)	*WRONG..... ASK ALTERNATE WORDS, THEN GO TO PRACTICE B.*	
table (2)		
car (3)		

PRACTICE B: GO TO TRAINING PLATE B. PROCEED AS IN PRACTICE A.

man (2)
comb (3)
sock (4)
mouth (1)

PRACTICE C: GO TO TRAINING PLATE C. PROCEED AS IN PRACTICE A.

swinging (3)
drinking (4)
walking (1)
climbing (2)

INSTRUCTION SCREEN 2: (PPVT age 10-11 years)

READ TO CHILD: I have some pictures to show you/OR (FOR OLDER CHILDREN) I want to find out how large your vocabulary is.

PRACTICE D: GO TO TRAINING PLATE D AND READ:

See, there are four pictures. Each of them is numbered (POINT). I will say a word; then I want you to tell me the number of, or point to, the picture that best tells the meaning of wheel. If you are not sure, tell me your best guess. PROCEED AS IN PRACTICE A.

wheel	*(4)*
zipper	*(2)*
rope	*(1)*
rake	*(3)*

PRACTICE E: GO TO TRAINING PLATE E. PROCEED AS IN PRACTICE D.

giant	*(1)*
bride	*(3)*
witch	*(4)*
royal	*(2)*

CAPI CHECK: *SKIP TO STARTING QUESTION BASED ON THE CHILD'S PPVT AGE…*
Note: Interviewer finds appropriate item and proceeds.

4 YRS - 4 YRS, 5 MOS .....(*GO TO Q.15*)
4 YRS, 6 MOS - 4 YRS, 11 MOS .....(*GO TO Q.20*)

5 YRS - 5 YRS, 5 MOS.....(*GO TO Q.30*)
5 YRS, 6 MOS - 5 YRS, 11 MOS .....(*GO TO Q.35*)

10 YRS – 10 YRS, 11 MOS .....(*GO TO Q.80*)

11 YRS - 11 YRS, 11 MOS..... .....(*GO TO Q.85*)

WORD			RECORD RESPONSE	ITEM SCORE . . . CORRECT	WRONG
1.	bus	(4)	( )	1	2
2.	hand	(1)	( )	1	2
3.	bed	(3)	( )	1	2
4.	tractor	(2)	( )	1	2
5.	closet	(2)	( )	1	2
6.	snake	(4)	( )	1	2
7.	boat	(2)	( )	1	2
8.	tire	(3)	( )	1	2
9.	cow	(1)	( )	1	2
10.	lamp	(4)	( )	1	2
11.	drum	(3)	( )	1	2
12.	knee	(4)	( )	1	2
13.	helicopter	(2)	( )	1	2
14.	elbow	(4)	( )	1	2
15.	bandage	(4)	( )	1	2
16.	feather	(1)	( )	1	2
17.	empty	(3)	( )	1	2
18.	fence	(4)	( )	1	2
19.	accident	(2)	( )	1	2
20.	net	(2)	( )	1	2
21.	tearing	(4)	( )	1	2
22.	sail	(1)	( )	1	2
23.	measuring	(2)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG
24.	peeling	(3)	( )	1	2
25.	cage	(1)	( )	1	2
26.	tool	(4)	( )	1	2
27.	square	(4)	( )	1	2
28.	stretching	(1)	( )	1	2
29.	arrow	(2)	( )	1	2
30.	tying	(2)	( )	1	2
31.	nest	(1)	( )	1	2
32.	envelope	(2)	( )	1	2
33.	hook	(3)	( )	1	2
34.	pasting	(4)	( )	1	2
35.	patting	(1)	( )	1	2
36.	penguin	(1)	( )	1	2
37.	sewing	(2)	( )	1	2
38.	delivering	(1)	( )	1	2
39.	diving	(2)	( )	1	2
40.	parachute	(3)	( )	1	2
41.	furry	(4)	( )	1	2
42.	vegetable	(4)	( )	1	2
43.	shoulder	(3)	( )	1	2
44.	dripping	(2)	( )	1	2
45.	claw	(4)	( )	1	2
46.	decorated	(3)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG
47.	frame	(1)	( )	1	2
48.	forest	(3)	( )	1	2
49.	faucet	(2)	( )	1	2
50.	group	(3)	( )	1	2
51.	stem	(3)	( )	1	2
52.	vase	(3)	( )	1	2
53.	pedal	(1)	( )	1	2
54	capsule	(2)	( )	1	2
55.	surprise	(4)	( )	1	2
56.	bark	(2)	( )	1	2
57.	mechanic	(2)	( )	1	2
58.	tambourine	(1)	( )	1	2
59.	disappointment	(4)	( )	1	2
60.	awarding	(3)	( )	1	2
61.	pitcher	(3)	( )	1	2
62.	reel	(1)	( )	1	2
63.	signal	(1)	( )	1	2
64	trunk	(2)	( )	1	2
65.	human	(2)	( )	1	2
66.	nostril	(1)	( )	1	2
67.	disagreement	(1)	( )	1	2
68.	exhausted	(2)	( )	1	2
69.	vine	(4)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG
70.	ceremony	(4)	( )	1	2
71.	casserole	(2)	( )	1	2
72.	vehicle	(4)	( )	1	2
73.	globe	(3)	( )	1	2
74.	filing	(3)	( )	1	2
75.	clamp	(2)	( )	1	2
76.	reptile	(2)	( )	1	2
77.	island	(1)	( )	1	2
78.	spatula	(3)	( )	1	2
79.	cooperation	(4)	( )	1	2
80	scalp	(4)	( )	1	2
81.	twig	(2)	( )	1	2
82.	weasel	(2)	( )	1	2
83.	demolishing	(4)	( )	1	2
84.	balcony	(1)	( )	1	2
85.	locket	(1)	( )	1	2
86.	amazed	(3)	( )	1	2
87.	tubular	(1)	( )	1	2
88.	tusk	(1)	( )	1	2
89.	bolt	(3)	( )	1	2
90.	communication	(4)	( )	1	2
91.	carpenter	(2)	( )	1	2
92.	isolation	(1)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG
93.	inflated	(3)	( )	1	2
94.	coast	(3)	( )	1	2
95.	adjustment	(2)	( )	1	2
96.	fragile	(3)	( )	1	2
97.	assaulting	(1)	( )	1	2
98.	appliance	(1)	( )	1	2
99.	pyramid	(4)	( )	1	2
100.	blazing	(1)	( )	1	2
101.	hoisting	(1)	( )	1	2
102.	arch	(4)	( )	1	2
103.	lecturing	(4)	( )	1	2
104.	dilapidated	(4)	( )	1	2
105.	contemplating	(2)	( )	1	2
106.	canister	(1)	( )	1	2
107.	dissecting	(3)	( )	1	2
108.	link	(4)	( )	1	2
109.	solemn	(3)	( )	1	2
110.	archery	(2)	( )	1	2
111.	transparent	(3)	( )	1	2
112.	husk	(1)	( )	1	2
113.	utensil	(2)	( )	1	2
114.	citrus	(3)	( )	1	2
115.	pedestrian	(2)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE. . . CORRECT	WRONG
116.	parallelogram	(1)	( )	1	2
117.	slumbering	(3)	( )	1	2
118.	peninsula	(4)	( )	1	2
119.	upholstery	(2)	( )	1	2
120.	barricade	(4)	( )	1	2
121.	quartet	(4)	( )	1	2
122.	tranquil	(3)	( )	1	2
123.	abrasive	(1)	( )	1	2
124.	fatigued	(3)	( )	1	2
125.	spherical	(2)	( )	1	2
126.	syringe	(2)	( )	1	2
127.	feline	(2)	( )	1	2
128.	arid	(4)	( )	1	2
129.	exterior	(1)	( )	1	2
130.	constellation	(4)	( )	1	2
131.	cornea	(2)	( )	1	2
132.	mercantile	(1)	( )	1	2
133.	ascending	(3)	( )	1	2
134.	filtration	(1)	( )	1	2
135.	consuming	(4)	( )	1	2
136.	cascade	(4)	( )	1	2
137.	perpendicular	(3)	( )	1	2
138.	replenishing	(1)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE … CORRECT	WRONG
139.	emission	(3)	( )	1	2
140.	talon	(3)	( )	1	2
141.	wrath	(3)	( )	1	2
142.	incandescent	(4)	( )	1	2
143.	arrogant	(2)	( )	1	2
144.	confiding	(3)	( )	1	2
145.	rhombus	(3)	( )	1	2
146.	nautical	(3)	( )	1	2
147.	tangent	(1)	( )	1	2
148.	inclement	(4)	( )	1	2
149.	trajectory	(1)	( )	1	2
150.	fettered	(1)	( )	1	2
151.	waif	(3)	( )	1	2
152.	jubilant	(2)	( )	1	2
153.	pilfering	(4)	( )	1	2
154.	repose	(2)	( )	1	2
155.	carrion	(3)	( )	1	2
156.	indigent	(2)	( )	1	2
157.	convex	(1)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

WORD			RECORD RESPONSE	ITEM SCORE … CORRECT	WRONG
158.	emaciated	(2)	( )	1	2
159.	divergence	(4)	( )	1	2
160.	dromedary	(2)	( )	1	2
161.	embellishing	(2)	( )	1	2
162.	entomologist	(3)	( )	1	2
163.	constrain	(1)	( )	1	2
164.	infirm	(1)	( )	1	2
165.	anthropoid	(3)	( )	1	2
166.	specter	(4)	( )	1	2
167.	incertitude	(2)	( )	1	2
168.	vitreous	(1)	( )	1	2
169.	obelisk	(1)	( )	1	2
170.	embossed	(4)	( )	1	2
171.	ambulation	(2)	( )	1	2
172.	calyx	(2)	( )	1	2
173.	osculation	(3)	( )	1	2
174.	cupola	(4)	( )	1	2
175.	homunculus	(4)	( )	1	2

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

COUNT BACK 8 FOR BASAL.

NO JUMP BACK FOR THE PPVT.

CAPI CHECK: IF CHILD GETS 6 OF 8 WRONG, SKIP TO COMPUTE SCORE.

COMPUTE SCORE: *(Scores are computed by machine but not displayed.)*

A. *FINAL BASAL.* ☐☐☐

B. *HIGHEST CEILING Q# (LAST ITEM WRONG).* ☐☐☐

C. *TOTAL # OF ERRORS BETWEEN BASAL AND CEILING.* -- ☐☐

D. *SUBTRACT 'C' FROM 'B'.* ☐☐☐ =
SCORE

RETURN *TO CHILD SUPPLEMENT AT* ***PPVT-EXEC.***

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Appendix C

Child CAPI Sample

Assessment Screens

SAMPLE SCREENS - WHAT I AM LIKE (SPPC)

The interviewer sees the following two instruction screens at the start of the What I Am Like assessment.

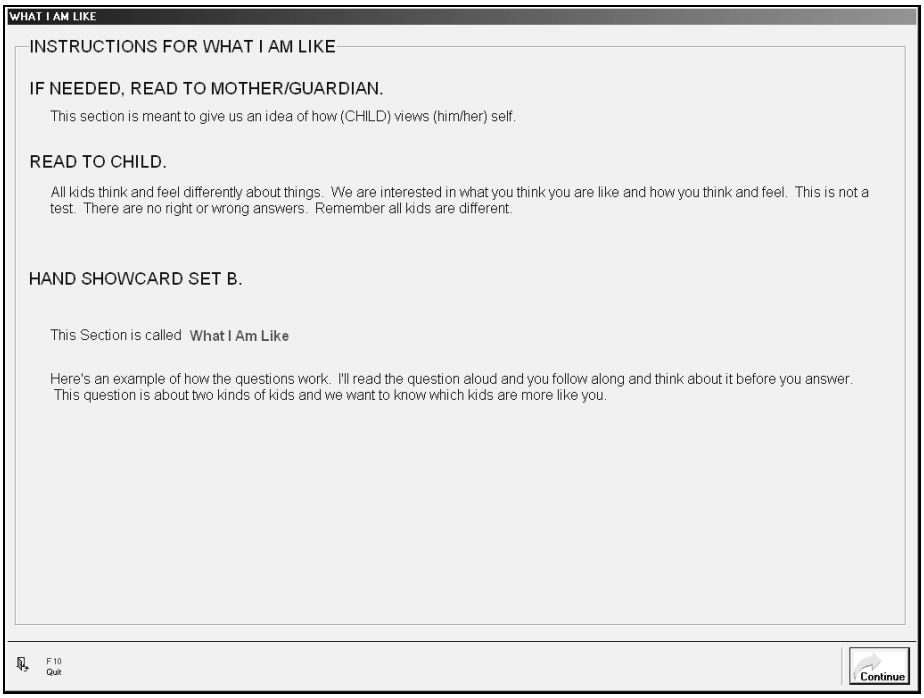

Figure 2. The first instruction screen of the What I Am Like assessment.

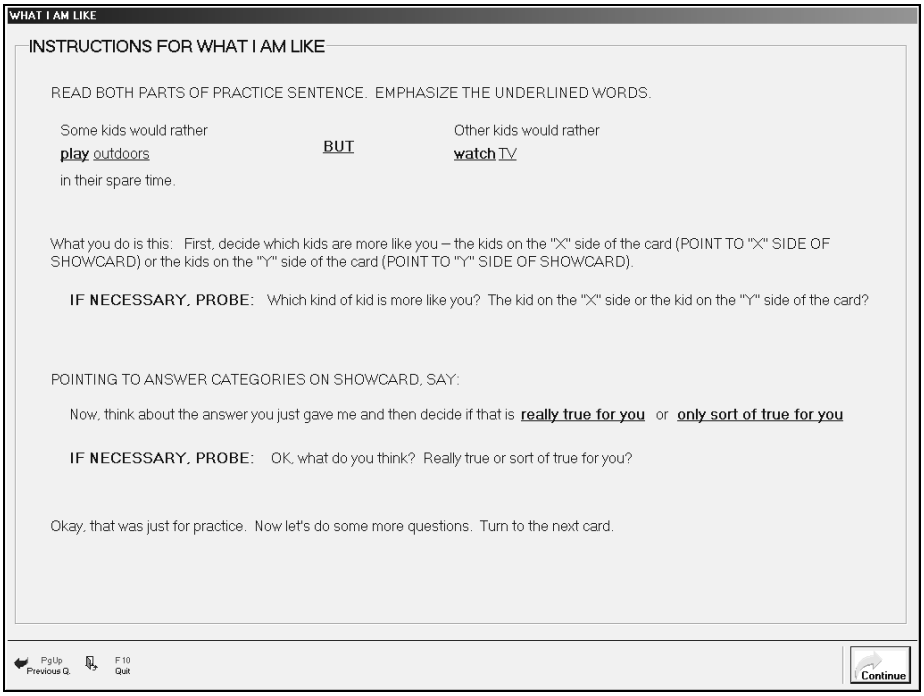

Figure 3. The second instruction screen of the What I Am Like assessment.

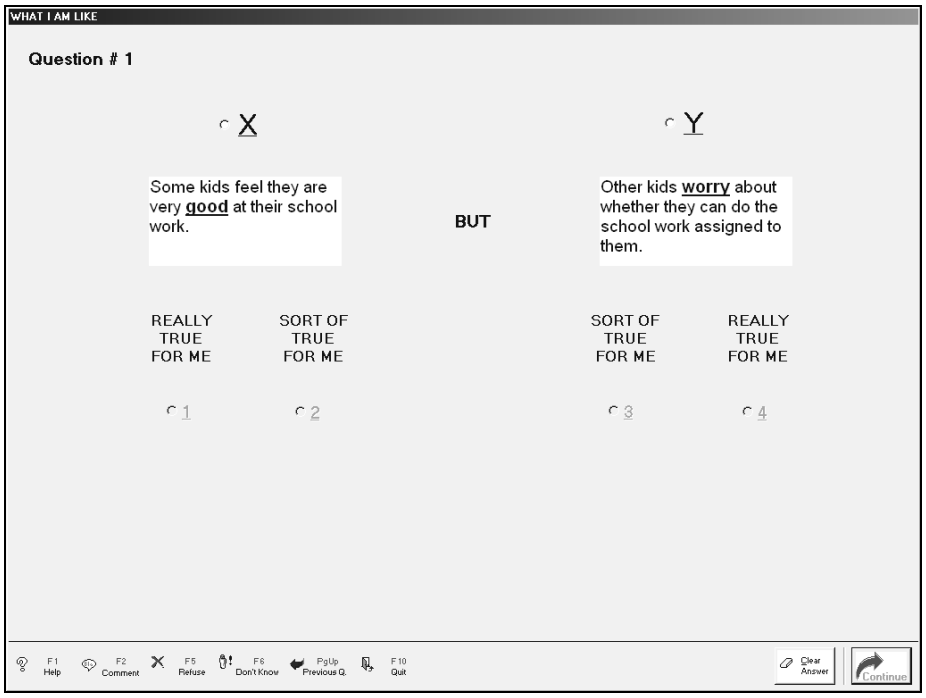

Figure 4. Question 1 of the What I Am Like Assessment is representative of assessment items as seen by the interviewer. The interviewer enters the respondent's selection of X or Y, then the respondent's selection of "really true for me" or "sort of true for me." One question item is shown per screen.

SIDE ONE

REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME
4	3	Some kids feel they are very **good** at their school work.	1. BUT	Other kids **worry** about whether they can do the school work assigned to them.	2	1
1	2	Some kids are often **unhappy** with themselves.	2. BUT	Other kids are pretty **pleased** with themselves.	3	4
4	3	Some kids feel like they are **just as smart** as other kids their ages.	3. BUT	Other kids aren't so sure and **wonder** if they are as smart.	2	1
1	2	Some kids **don't** like the way they are leading their life.	4. BUT	Other kids **do** like the way they are leading their life.	3	4
1	2	Some kids are pretty **slow** in finishing their school work.	5. BUT	Other kids can do their school work **quickly**.	3	4
4	3	Some kids are **happy** with themselves as a person.	6. BUT	Other kids are often **not** happy with themselves as a person.	2	1

There are a few more of these. Turn the card over.

Figure 4a: What I Am Like (SPPC): Show Card viewed by child.

SIDE TWO

REALLY TRUE FOR ME	SORT OF TRUE FOR ME	X	Q#	Y	SORT OF TRUE FOR ME	REALLY TRUE FOR ME
1	**2**	Some kids often **forget** what they learn.	7. BUT	Other kids can remember things **easily**.	**3**	**4**
4	**3**	Some kids **like** the kind of **person** they are.	8. BUT	Other kids often wish they were someone else.	**2**	**1**
4	**3**	Some kids do **very well** at their classwork.	9. BUT	Other kids **don't** do very well at their classwork.	**2**	**1**
4	**3**	Some kids are very **happy** being the way they are.	10. BUT	Other kids wish they were **different**.	**2**	**1**
1	**2**	Some kids have **trouble** figuring out the answers in school.	11. BUT	Other kids almost **always** can figure out the answers.	**3**	**4**
1	**2**	Some kids **are not** very happy with the way they do a lot of things.	12. BUT	Other kids think the way they do things is **fine**.	**3**	**4**

Figure 4b: What I Am Like (SPPC): Continuation of the Show Card viewed by child.

SAMPLE SCREENS - MEMORY FOR DIGIT SPAN

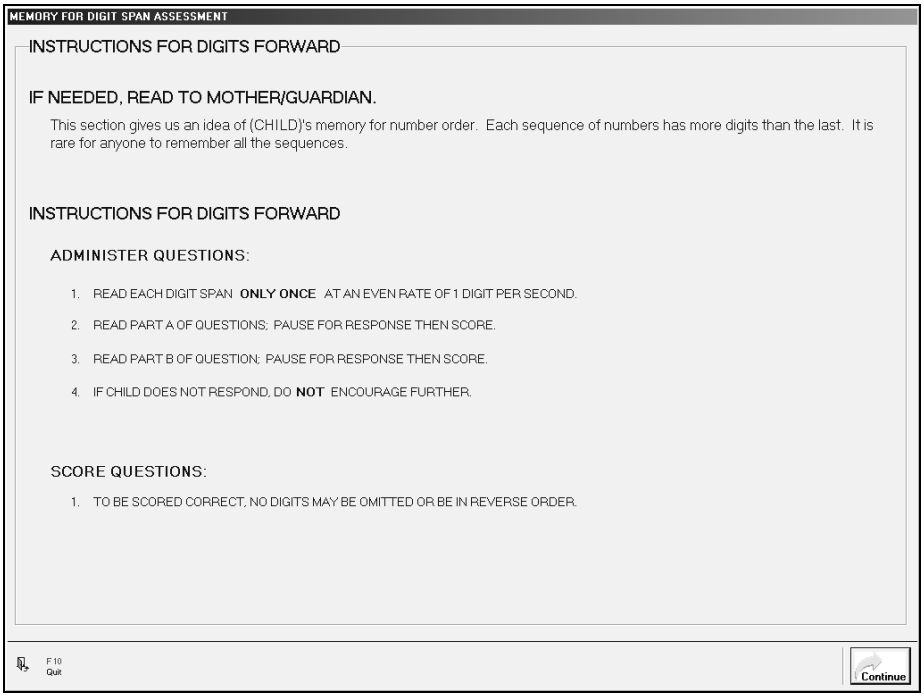

Figure 5. The instruction screen at the start of the Memory for Digit Span assessment.

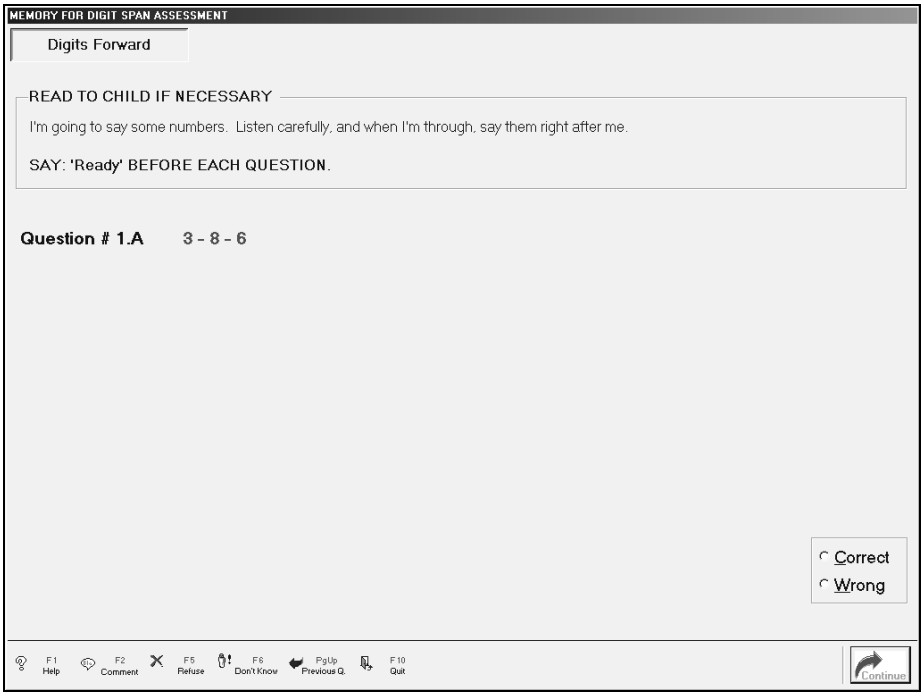

Figure 6. Question 1 of the Digits Forward section of the Memory for Digit Span assessment is representative of assessment items as seen by the interviewer. The interviewer enters whether the respondent is correct or wrong.

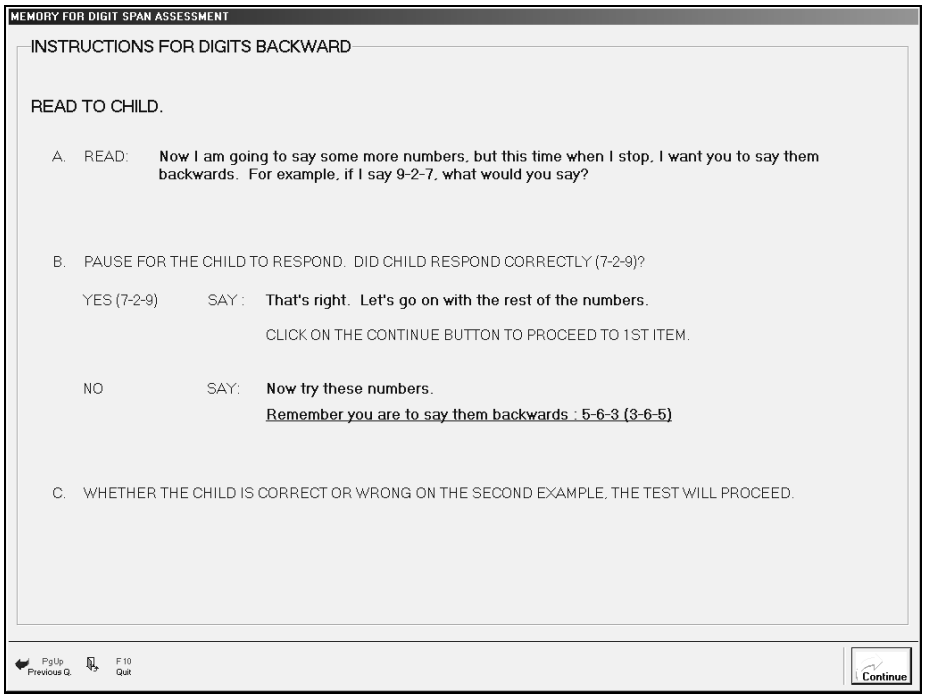

Figure 7. The instruction screen for the Digits Backward section of the assessment.

SAMPLE SCREENS - PIAT MATH

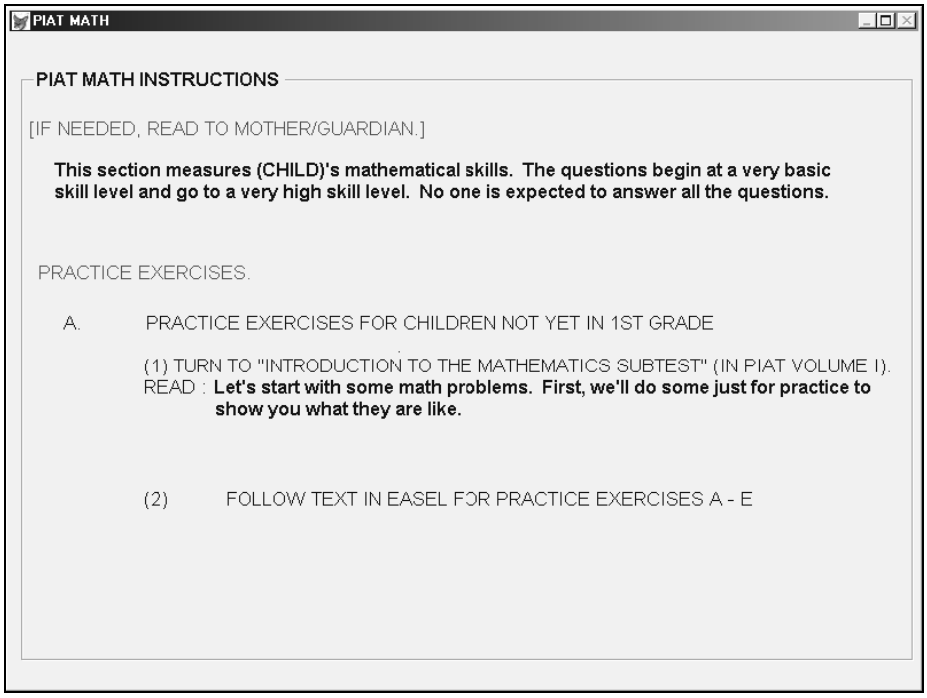

Figure 8. PIAT Math instruction screen if the child has not reached the 1st grade.

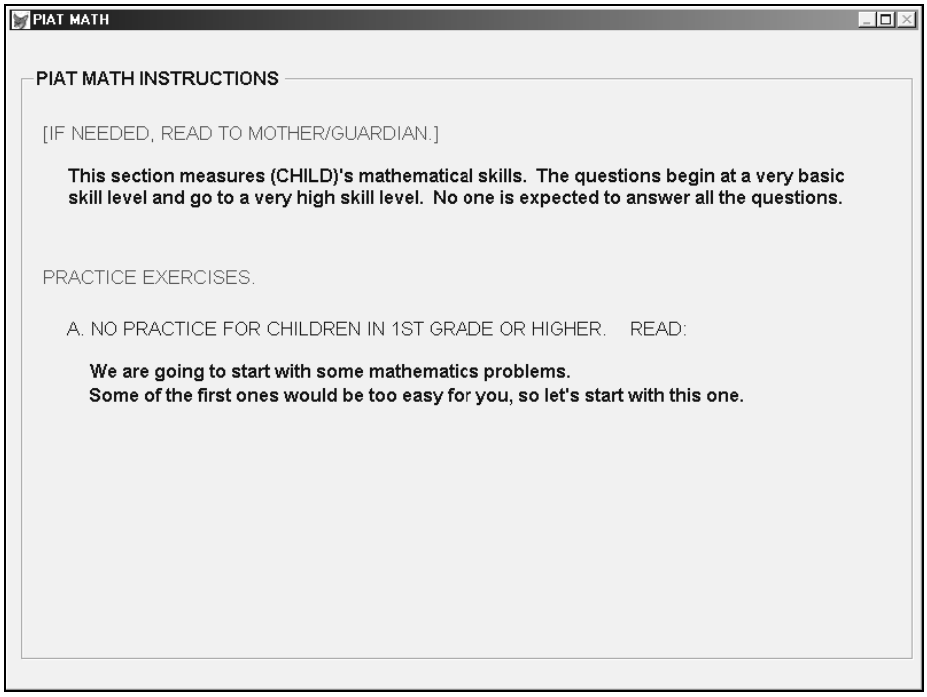

Figure 9. PIAT Math instruction screen presented if child is in 1st grade or above.

(Point to the "3 in the stimulus area.) Find one like this – down here.
(Point in a sweeping motion to the response area.) Point to it.

Figure 10a. PIAT Math item instructions as read to the child.

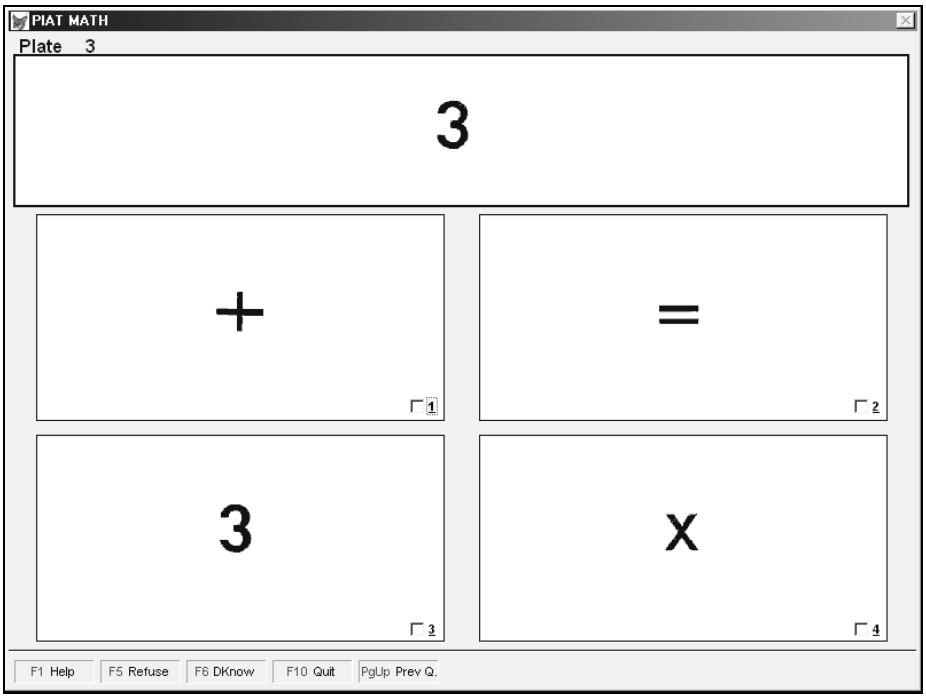

Figure 10b. Plate #3 from the PIAT Math assessment as viewed on the laptop screen by the interviewer. This item is representative of other questions displayed during the assessment. The interviewer reads the question displayed to the child on the PIAT "easel" and then highlights one of the four items to enter the child's response to the question.

SAMPLE SCREENS - PIAT READING RECOGNITION

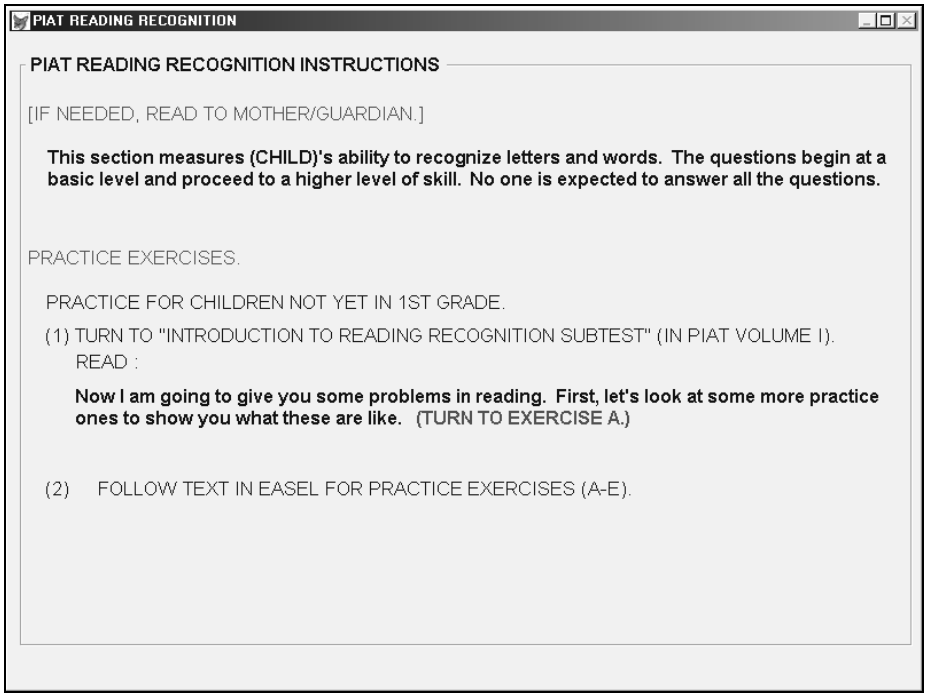

Figure 11. PIAT Reading Recognition instruction screen read by the interviewer if child has not reached the 1st grade.

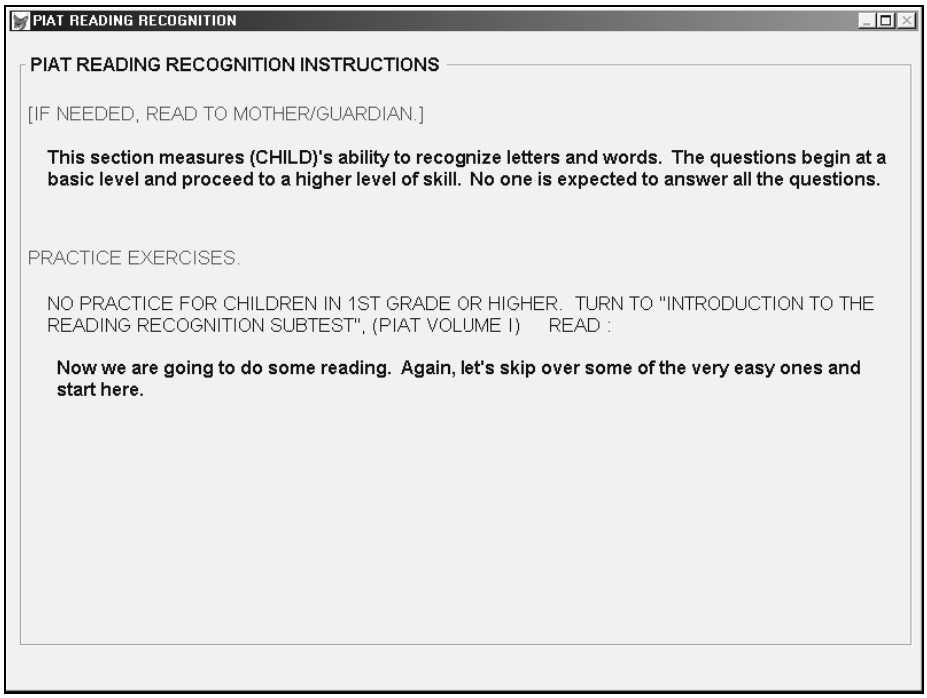

Figure 12. Instruction screen read by the interviewer if child is in the 1st grade or above.

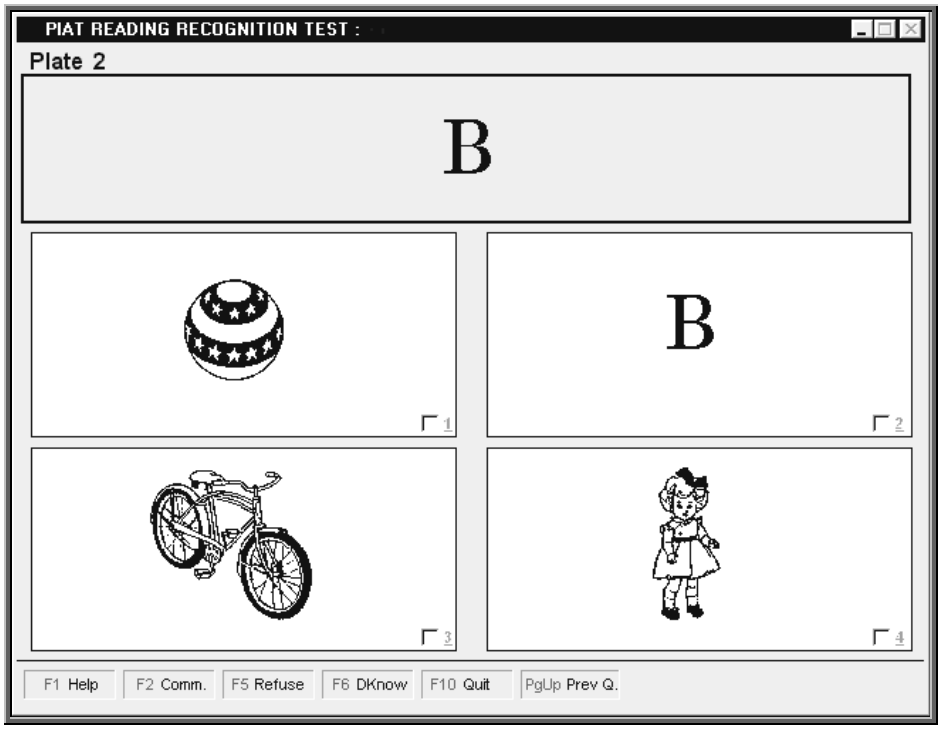

Figure 13. Plate 2 is representative of PIAT Reading Recognition Plates 1 through 9 as seen by the interviewer.

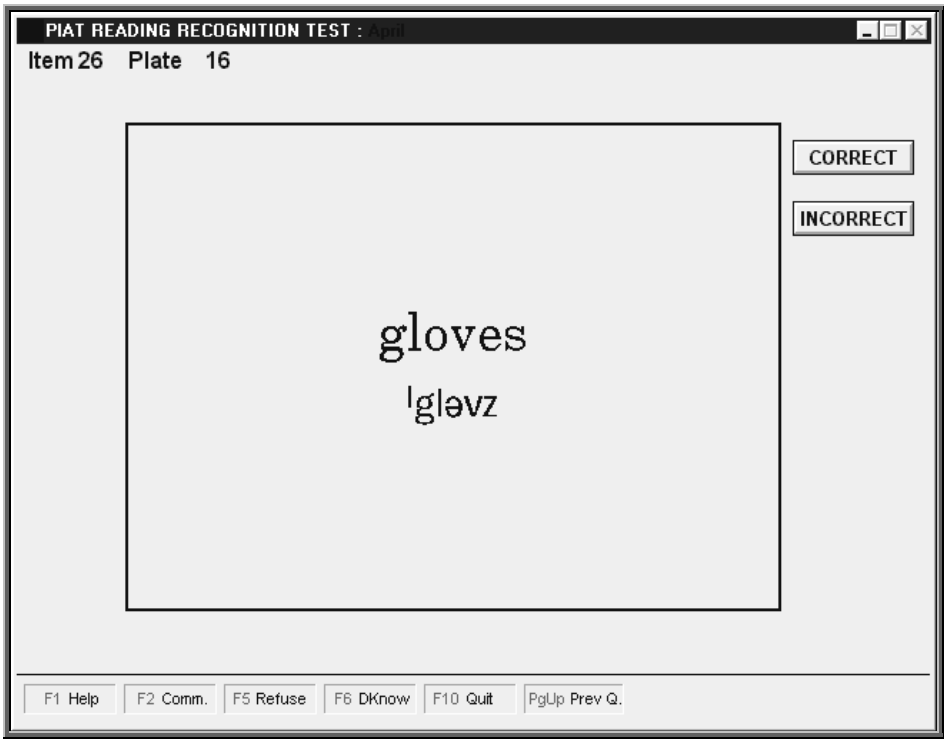

Figure 14. Plate 16 is representative of PIAT Reading Recognition items presented later in the assessment.

SAMPLE SCREENS - PIAT READING COMPREHENSION

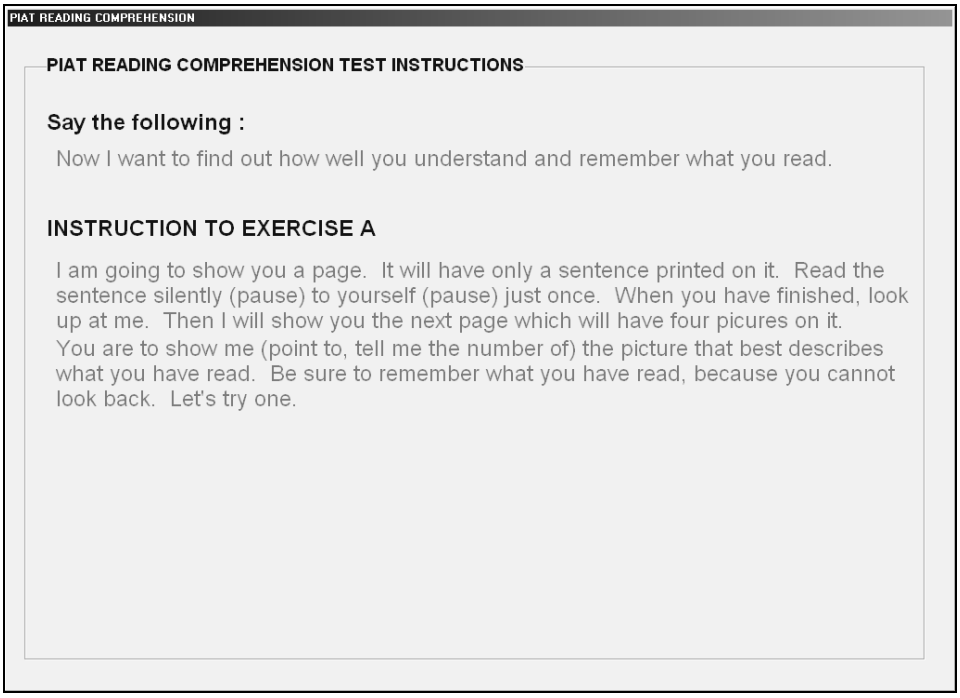

Figure 15. Instruction screen read by the Interviewer to the mother and child for children who have not reached the 1st grade.

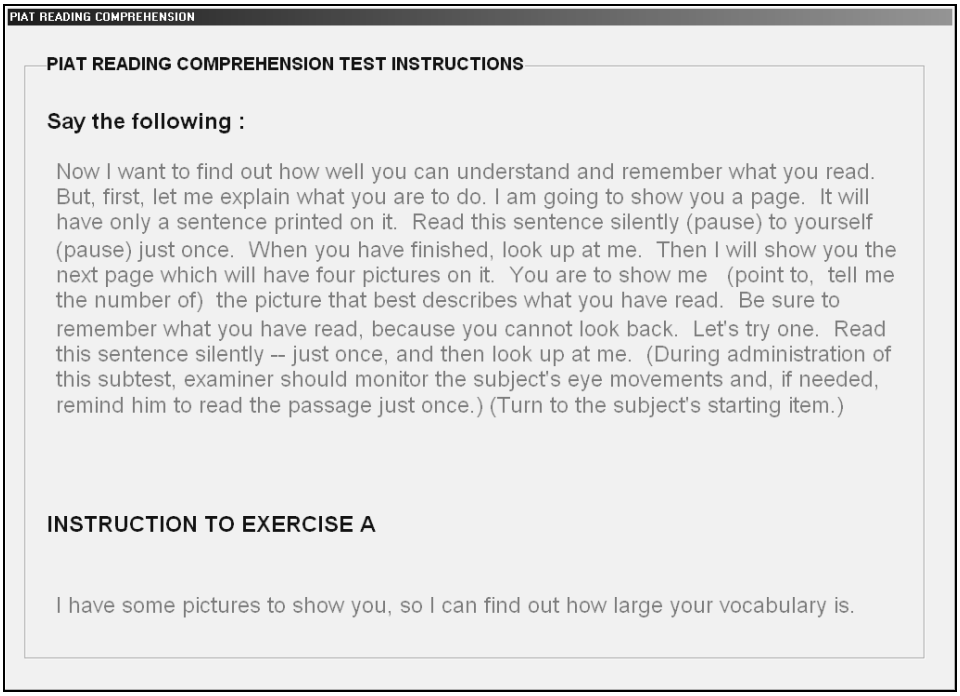

Figure 16. PIAT Reading Comprehension instruction screen read by the interviewer if child is in 1st grade or above.